DOCUMENT RESUME

ED 146 339 CE 011 451

AUTHOR Harvey, Edward B.; Masemann, Vandra L.
TITLE An Evaluation of the Career Development Credit Course.
INSTITUTION Ontario Dept. of Education, Toronto.
PUB DATE 75
NOTE 236p.; For a related document see CE 011 450 ; Best copy available
AVAILABLE FROM Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2 ($3.00)

EDRS PRICE MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS Career Choice; Career Education; Career Planning; Course Evaluation; *Credit Courses; Educational Research; Occupational Aspiration; *Program Effectiveness; Program Evaluation; Questionnaires; Secondary Education; Sex Differences; *Student Attitudes; *Student Characteristics; Student Evaluation; Student Motivation; *Teacher Attitudes; *Vocational Development; Work Experience

ABSTRACT

Assessment of the Career Development Credit Course (CDCC), a career planning course, instituted in twenty-one Ontario secondary schools to prepare students for further education or for the labor market is reported in this document. Data reported are based on questionnaires completed by 1,789 sample and control students who have taken the course and are still in school or in the labor market, and on an in-depth interview with teachers of CDCC. Chapters are organized as follows: Chapter 1 describes the scope and objectives of the study. Chapter 2 deals with background characteristics of CDCC respondents and control respondents, and chapter 3 contains a discussion of the expectations, aspirations, and employment experiences of the two groups. Chapter 4 deals with information concerning students' experience with CDCC. Chapter 5 discusses the teaching and evaluation of CDCC from the teachers' point of view. Chapter 6 reports findings on male/female differences in the use of CDCC including the following: Females are more attracted to this type of course, are more highly motivated, and have higher (short-term) aspirations than males in the course; the two predominant career paths chosen by males and females in the study deviate little from traditional ones of the past generation. Chapter 7 presents the conclusion that CDCC is fulfilling many of the purposes for which it was established both for students still in school and for those already in the labor market. Appendixes contain forms and materials used in the study. (TA)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED146339

AN EVALUATION OF THE CAREER DEVELOPMENT CREDIT COURSE

EDWARD B. HARVEY, Principal Investigator
MARGARET SLAGHT
VANDRA L. MASEMANN

BEST COPY AVAILABLE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D A Penny
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CE 011 451

This research project was funded under contract
by the Ministry of Education, Ontario

© Minister of Education, Ontario, 1975
Queen's Park
Toronto, Ontario

Printed by The Ontario Institute for Studies in Education

Additional copies may be ordered from:
The Ontario Institute for Studies in Education
Publications Sales
252 Bloor Street West
Toronto, Ontario
M5S 1V6

1 2 3 4 5 XX 97 87 77 67 57

Abstract

This research was undertaken for the general purpose of evaluating how successfully CDCC is preparing students for further education or for the labour market. Specifically, CDCC was evaluated in the context of personal, regional and geographical, socio-economic, and ethnic and linguistic characteristics in relation to school and guidance-related experiences and to plans, expectations and aspirations for the future. A control group (students who have not taken CDCC) was studied in order to establish aspiration patterns and informational needs of students who had never been exposed to CDCC.

The research design was based on a total sample of the 22 schools in Ontario offering CDCC, drawn from six of the nine administrative regions of the province. One school did not participate; the sample was thus 21 schools. Of the 1789 questionnaires administered in 21 schools, 886 were from students in the sample and 903 from control students. Of the 886 sample students, 241 took the course last year and are still in school this year, 151 took the course last year and have since left school, and 494 are taking the course this year.

Two research instruments were used in the survey. The main questionnaire contained questions in four areas of concern: general school information, background information, aspiration information, and CDCC information (the last only for those who were taking or had taken CDCC). An in-depth interview was also carried out with the teachers of CDCC to establish their perceptions of the effectiveness of CDCC.

The report was organized to reflect the conceptual design of the study. Thus each chapter can be discussed with its results. After the introductory chapter, Chapter 2 deals with the background characteristics of CDCC respondents and control respondents.

Chapter 3 contains a discussion of the expectations, aspirations, and employment experiences of CDCC respondents and control respondents. Briefly, students who choose to take CDCC are less sure of their decisions and goals than the general school populace; and exposure to the course may have increased their perceived range of choices and this increased their awareness of indecisiveness. In Chapter 4 we deal with the information concerning students' experiences with CDCC and find that most students take CDCC for acquiring job information and a smaller percentage for reasons of personal development.

Chapter 5 is concerned with the teachers' perceptions of CDCC. Here we find that the teachers feel the course should be a practical one rather than theoretical, with ample opportunity for flexibility and independence.

Chapter 6 deals with male/female differences in the use of CDCC. Females are more attracted to this type of course as well as being more highly motivated and having higher (short-term) aspirations than males in the course. In addition we find that for males and females in the study, the two predominant career paths deviate little from the traditional ones of the past generation.

And finally, Chapter 7 contains a summary of findings indicating that CDCC is fulfilling many of the purposes for which it was established both for students still in school and for those already in the labour market.

Contents

ABSTRACT iii
LIST OF TABLES vii
ACKNOWLEDGEMENTS xiii

CHAPTER 1 SCOPE AND OBJECTIVES OF THE STUDY 1
- 1.1 Introduction 1
- 1.2 Methodology 3
- 1.3 Organization of the Report 5

CHAPTER 2 BACKGROUND CHARACTERISTICS OF CDCC RESPONDENTS AND CONTROL RESPONDENTS 6
- 2.1 Introduction 6
- 2.2 Personal Characteristics 6
- 2.3 Regional and Geographical Characteristics 8
- 2.4 Socio-Economic Background Characteristics 11
- 2.5 Ethnic and Linguistic Background 19
- 2.6 School Characteristics 27

CHAPTER 3 EXPECTATIONS, ASPIRATIONS, AND EMPLOYMENT EXPERIENCES OF RESPONDENTS 32
- 3.1 Introduction 32
- 3.2 Plans or Experiences Immediately After Leaving Secondary School 33
- 3.3 Long-Term Goals 46
- 3.4 The Decision-Making Process in Retrospect 50

CHAPTER 4 INFORMATION CONCERNING STUDENTS' EXPERIENCES WITH CDCC 59
- 4.1 Introduction 59
- 4.2 Specific Experiences with CDCC 60
- 4.3 Students' Evaluations of the Course 63
- 4.4 A Summary of Students' Comments 76

CHAPTER 5 TEACHERS' PERCEPTIONS OF CDCC 83

5.1 Introduction 83

5.2 A Summary of Teachers' Interview Responses 84

5.3 Teachers' Policy Recommendations for CDCC 94

CHAPTER 6 MALE/FEMALE DIFFERENCES IN THE USE OF CDCC 96

6.1 Introduction 96

6.2 Aspirations, Expectations, and Employment Experiences of CDCC Respondents 97

6.2.1 Secondary School Experiences and Short-Term Plans 97

6.2.2 Post-Secondary Aspirations and Long-Term Goals 110

6.2.3 The Decision-Making Process 125

6.3 Experience and Evaluation of CDCC 131

CHAPTER 7 CONCLUSIONS 141

7.1 Introduction 141

7.2 Background Characteristics 142

7.3 Aspirations, Expectations, and Experiences 143

7.4 Students' Experiences with CDCC 146

7.5 Teachers' Experiences with CDCC 147

7.6 Male/Female Differences 149

7.7 Concluding Remarks 151

APPENDIX A Questionnaires for Students 152

APPENDIX B Teacher Information Sheet 186

APPENDIX C Pineo-Porter Prestige Scale (and Addendum) 189

APPENDIX D Canadian Classification and Dictionary of Occupations - Major and Minor Groups 194

APPENDIX E Response by Questionnaire Type 198

APPENDIX F Tables by Length of Course 199

REFERENCES 222

List of Tables

TABLE NUMBER	TITLE	PAGE
1	Respondent's Sex (Sample vs Controls)	7
2	Respondent's Age (Sample vs Controls)	7
3	Administrative Region of Respondent (Sample vs Controls)	9
4	Size of Place Lived In Longest (Sample vs Controls)	9
5	Size of Place Currently Lived In (Sample vs Controls)	10
6	Respondent's Father's Education (Sample vs Controls)	12
7	Respondent's Mother's Education (Sample vs Controls)	13
8	Respondent's Father's Occupation - Major Groups (Sample vs Controls)	14
9	Respondent's Mother's Occupation - Major Groups (Sample vs Controls)	15
10	Respondent's Father's Occupation - Prestige Scale (Sample vs Controls)	17
11	Respondent's Mother's Occupation - Prestige Scale (Sample vs Controls)	17
12	Respondent Born in Canada (Sample vs Controls)	20
13	Respondent's Province of Birth (Sample vs Controls)	20
14	Respondent's Country of Birth (If Not Canada) (Sample vs Controls)	21
15	Respondent's Age When Arrived In Canada (Sample vs Controls)	22
16	Number of Years Respondent Has Lived In Canada (Sample vs Controls)	23

17 Respondent's Language Spoken Most Often At Home (Sample vs Controls) 25

18 Respondent's Language Spoken Best (Sample vs Controls) 26

19 Respondent's School (Sample vs Controls) 28

20 Respondent's Year (Sample vs Controls) 29

21 Year Respondent Left School (Sample vs Controls) 29

22 Completed High School Years (Sample vs Controls) 30

23 Diploma/Certificate Expected or Obtained (Sample vs Controls) 30

24 What Respondent Will Do, Did After Secondary School (Sample vs Controls) 34

25 Respondent Has Decided on Job After Secondary School (Sample vs Controls) 35

26 Respondent Has Found Job (Sample vs Controls) 35

27 Job Respondent Has or Will Look For - Major Groups (Sample vs Controls) 36

28 Job Respondent Has or Will Look For - Prestige Scale (Sample vs Controls) 38

29 Respondent's Job Permanent or Temporary (Sample vs Controls) 38

30 Job Well Suited to Respondent (Sample vs Controls) 39

31 Post-Secondary Institution Respondent Entered, Will Enter (Sample vs Controls) 39

32 Degree, Diploma Expected (Sample vs Controls) 41

33 Respondent Has Decided on Job After Post-Secondary Education (Sample vs Controls) 42

34 Type of Job Respondent Will Seek After Post-Secondary Education (Sample vs Controls) 43

35 Job Respondent Will Seek After Post-Secondary Education - Prestige Scale (Sample vs Controls) 45

36 Post-Secondary Program Suited to Respondent (Sample vs Controls) 45

37 What Respondent Will Do at Age 35 (Sample vs Controls) 47

38 Job Respondent Will Have At Age 35 - Major Groups (Sample vs Controls) 48

39 Job Respondent Will Have At Age 35 - Prestige Scale (Sample vs Controls) 49

40 Year Most Important Decision Made (Sample vs Controls) 51

41 First Most Important Influence on Decision-Making About Future (Sample vs Controls) 53

42 Second Most Important Influence on Decision-Making About Future (Sample vs Controls) 54

43 Third Most Important Influence on Decision-Making About Future (Sample vs Controls) 55

44 Enough Information Was Available to Make Decision About Future (Sample vs Controls) 56

45 Suggestions For New Kinds of Guidance Services (Sample vs Controls) 58

46 Why Respondent Took CDCC 61

47 Respondent's Year When Took CDCC 62

48 Credit Expected or Received 62

49 Course Helps to Plan Life 64

50 Course Examines Values 64

51 Course Improves Decision-Making Skills 65

52 Course Informative About Education 65

53 Course Informative About Occupations 66

54 Course Informative About Job Qualifications 66

55 Course Examines New Attitudes 68

56 Course Helps Respondent To Control Future 68

57 Course Affects Years of School Completed 69

58 Course Affects Type of Job Sought 69

59 Course Influences Long-Term Goals 70

60 Course Affects Decision to Continue Education 70

61 Course Affects Institution Chosen 72

62 Course Affects Type of Degree Wanted 72

63 Additional Benefits From Course 73

64 Additional Useful Information 74

65 Other Suggestions For Improvement 75

66 Completed High School Years (By Sex) 98

67 Diploma, Certificate Expected or Obtained (By Sex) 99

68 What Respondent Will Do/Did After Secondary School (By Sex) 101

69 Has Respondent Decided On Job After Secondary School (By Sex) 102

70 Has Respondent Found A Job (By Sex) 103

71a Type of Job Respondent Has or Will Look For (By Sex) (Sample) 104

71b Type of Job Respondent Has or Will Look For (By Sex) (Controls) 105

72 Prestige Rank of Job Respondent Has or Will Look For (By Sex) 107

73	Job Permanent of Temporary (By Sex)	108
74	Job Well-Suited to Respondent (By Sex)	109
75	Post-Secondary Institute Respondent Entered, Will Enter (By Sex)	111
76a	Post-Secondary Degree or Diploma Expected (By Sex) (Female)	112
76b	Post-Secondary Degree or Diploma Expected (By Sex) (Male)	113
77	Has Respondent Decided on Job After Post-Secondary Education (By Sex)	114
78a	Type of Job Respondent Will Seek After Post-Secondary Education (By Sex) (Sample)	115
78b	Type of Job Respondent Will Seek After Post-Secondary Education (By Sex) (Controls)	116
79	Prestige Rank of Job Sought After Post-Secondary Education (By Sex)	118
80	Post-Secondary Program Suited to Respondent (By Sex)	119
81	What Respondent Will Do At Age 35 (By Sex)	120
82a	Type of Job Respondent Will Have at Age 35 (By Sex) (Sample)	122
82b	Type of Job Respondent Will Have at Age 35 (By Sex) (Controls)	123
83	Prestige Rank of Job Held At Age 35 (By Sex)	124
84a	First Most Important Influence Regarding Respondent's Future (By Sex) (Female)	126
84b	First Most Important Influence Regarding Respondent's Future (By Sex) (Male)	127
85	Was Enough Information Available To You (By Sex)	128
86a	Respondents' Suggestions for New Kinds of Guidance Services (By Sex) (Females)	129

86b Respondents' Suggestions For New Kinds of Guidance Services (By Sex) (Males) 130

87 Why Respondent Took CDCC 132

88 Year Respondent Took CDCC 133

89 Course Helped Plan Life 134

90 Course Examines Values 134

91 Course Improves Decision-Making Skills 134

92 Course Examines New Attitudes 136

93 Course Helps Respondent To Control Future 136

94 Course Informative Regarding Job Qualifications 136

95 Course Informative Regarding Education 137

96 Course Informative Regarding Occupations 137

97 Course Affects Years of School Completed 137

98 Course Affects Type of Job Sought 138

99 Course Influences Long-Term Goals 138

100 Course Affects Decision To Continue Education 138

101 Course Affects Institution Chosen 140

102 Course Affects Type of Degree Wanted 140

Acknowledgments

In this final report, we would like to thank all the institutions and individuals who have contributed to the study. We first thank all officials of the Ministry of Education, which funded the research, who advised and co-operated with us. Secondly, we thank the Regional Directors of Education and their Regional Research Services Co-ordinators. To all the Directors of Boards of Education who were contacted in the study, we are grateful for their co-operation. In addition, we appreciate the efforts on our behalf of the Principals, Vice-Principals and Heads of Guidance Departments in the schools our researchers visited. To the teachers and students who participated in the study, we are especially appreciative, and we hope that we do their opinions full justice in this report.

On our research team we thank in particular Mrs. Doris McMann who co-ordinated the project from its inception to its conclusion. To the researchers and coders we also express our thanks: to Gerry Chambers, Nadine MacDonald, John Stapleton, John Baker, Uldis Kundrats, Karen Kozmochka, and Richard Feesey.

Finally, for their willing co-operation and efficiency in the production of this report, we thank Susan Cohen and Steve Marshall for their efforts.

1 Scope and Objectives of the Study

1.1 Introduction

The Career Development Credit Course is an innovative credit course in guidance which was proposed to the Ministry of Education several years ago and has since been instituted in a somewhat tentative way in 22 Ontario Secondary schools. Its prime function is to assist students to become aware of themselves as contributing individuals and aware of the multitude of ways in which they can use various talents productively. In short, its purpose is to help an individual become what he/she is capable of becoming.

Wishing to assess the effectiveness of the program, the Ministry of Education contracted with the Department of Sociology at the Ontario Institute for Studies in Education to evaluate the impact of these courses in some detail. The general purpose of this final report is to provide specific research results to fulfil the objectives set out in the research scope of the original research contract:

1) An evaluation of the effectiveness of the CDCC in preparing students for further education or for the labour market by comparing students who have taken the course and those who have not.
2) An assessment of the effectiveness of the CDCC with male and female students in different types of schools and grades.
3) Among those who have taken the CDCC, an assessment of the effectiveness of the course in terms of socio-economic, ethnic, and regional variables.

4) Where possible, a follow-up of graduates into the labour market and the post-secondary school system to assess the impact of taking or not taking the CDCC on their subsequent employment and educational experiences.

5) The establishment of a baseline sample of those presently taking the course for purposes of subsequent policy-oriented follow-up research.

6) The preparation of a report to the Minister, describing the process, the results, and the value of the study.

1.2 Methodology

We began our research with the intention of measuring such phenomena as the effectiveness of career planning courses in preparing students for further education or for the labour market. It soon became apparent, however, that teachers of these courses had much more subtle ambitions in mind than would easily be reflected in educational success rates and that, in fact, these courses varied so much from each other that drawing sweeping generalizations from all students' responses would be an inaccurate enterprise and one which would misrepresent many individual efforts. We used questionnaires to elicit from students a great deal of quantifiable data and additional written remarks; in addition, we interviewed each teacher at length and thereby received a much more thorough impression of the nature of each course. We intend to give prominent attention to teachers' remarks in a subsequent chapter.

To elaborate upon our research methodology, a questionnaire inquiring about personal, regional and geographical, socio-economic, and ethnic and linguistic characteristics about school and guidance-related experiences and about plans, expectations, and aspirations for the future was personally administered by an OISE researcher to students in 21 of the 22 schools in which a course in career planning has been offered. Students who had taken a career planning course were asked some additional questions about their experiences with the course. Since many of these students had left school by this year, it was necessary to mail a considerable number of the questionnaires. We received a very satisfactory return rate of 62% from these students.

In addition, teachers of CDCC were interviewed in depth for approximately half an hour concerning their perceptions of the course and the way they had taught it (see Appendix B for details of the Teacher Information Sheet).

General Description of the Sample

The sample consisted of three groups of students:

those who had taken the course last year and are still in school this year (completed Questionnaire A)

those who had taken the course last year and have since left school (completed Questionnaire B)

those who are taking the course this year (completed Questionnaire C)

Altogether the sample comprised every student who has taken a career planning course in the province either last year or this year. For each of the A, B, and C groups, a control group of approximately equal size and approximately the same composition as to sex, year, and type of program was selected who filled in the questionnaires minus the section concerning CDCC. Absences from school or timetable conflicts resulted in a response rate from students still in school of approximately 85%.

The total number of students in the final sample is 1789. Of these, 241 took the course last year and are still in school this year ("A" group), 151 took the course last year and have since left school ("B" group), and 494 are taking the course this year ("C" group). The remaining 903 students are control students:

those who did not take the course last year and are in school this year;

those who did not take the course last year and have since left school; and

those not taking the course in school this year.

Thus the tables for basic distributions are based on results for the sample A, B, and C groups, and the control A, B, and C groups.

1.3 Organization of the Report

The organization of the report is based on the idea that it is necessary to delineate in detail the background and school characteristics of the students who have taken CDCC, and the controls, then to move on to a description of the expectations and aspirations of the students, and finally to assess where CDCC has fitted into the aspiration-formation and decision-making process of these students.

Accordingly the subsequent chapters of this report are organized as follows. Chapter 2 will contain data pertaining to the background characteristics of respondents: personal, regional and geographical, socio-economic, ethnic and linguistic, and school characteristics. Chapter 3 will be devoted to the delineation of the plans and aspirations of students with reference to 1)their immediate objectives after leaving secondary school 2) their long-term goals and 3) their perceptions of the decision-making process. In Chapter 4, the students' own experiences and perceptions of CDCC will be discussed in terms of their specific experience and exposure to it, their evaluation of the course, their suggestions for improvement, and their spontaneous comments at the end of the questionnaires. The whole of Chapter 5 will be a discussion of the teaching and evaluation of CDCC entirely from the teachers' point of view. In Chapter 6, the major structural variables which influence the impact of CDCC on students will be discussed, specifically with reference to male/female differences. Chapter 7 will present conclusions.

2 Background Characteristics of CDCC Respondents and Control Respondents

2.1 Introduction

In this chapter we will examine in detail the background characteristics of students in the CDCC sample and the controls. By this comparison it can be established whether there are any significant differences in the background characteristics of students who have taken/are taking CDCC and those who have never taken it. To be discussed are personal characteristics such as age and sex, regional and geographic characteristics, socio-economic background of students' fathers and mothers, ethnic and linguistic variations, and the school characteristics of the students.

2.2 Personal Characteristics

The sex distribution of students taking CDCC is skewed very much in favour of females. Table I shows that females predominate over males in a ratio of nearly 2:1. This predominance is even more emphasized among the B group who have already left school. We hypothesize in a later chapter (Chapter 6) that females are more likely to take the course than males since they feel more indecisive about their future, whereas males are expected to have come to a decision without a great deal of introspection and doubt. Since the control group was matched for sex, there are no significant differences by sex for sample and controls.

The age distribution (Table 2) shows the majority of students taking CDCC at age seventeen, with a fairly large percentage taking it at sixteen. The B students, presently out of school and aged eighteen, would have been seventeen when they took the course. It is interesting to note the relatively late age at which students were exposed to the kind of information available from CDCC.

TABLE 1

RESPONDENT'S SEX
Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Female	73.4	75.5	63.5	62.0	72.0	61.7	1175
Male	26.6	24.5	36.5	38.0	28.0	38.3	610
TOTAL N =	241	151	490	366	143	394	1785

TABLE 2

RESPONDENT'S AGE
Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
13 Years	0.0	0.0	0.8	0.0	0.0	0.5	6
14 Years	2.5	0.0	5.7	1.1	0.0	7.6	68
15 Years	5.8	0.7	11.6	3.3	0.0	14.5	141
16 Years	21.7	1.3	29.8	25.5	0.0	37.6	441
17 Years	45.0	13.9	38.0	45.1	15.6	33.5	633
18 Years	20.8	60.3	11.0	19.8	62.4	5.3	376
19 Years	2.1	17.9	2.4	4.4	15.6	0.8	85
20 Years	1.7	5.3	0.2	0.3	5.0	0.0	21
21 Years	0.4	0.7	0.4	0.3	1.4	0.0	7
22 Years	0.0	0.0	0.0	0.3	0.0	0.0	1
24 Years	0.0	0.0	0.0	0.0	0.0	0.3	1
TOTAL N =	240	151	490	364	141	394	1780

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

2.3 Regional and Geographical Characteristics

Our statistics for regional distribution of students exposed to CDCC (Table 3) are necessarily influenced by the pattern of adoption of the course by schools in various regions. The majority of schools offering the course are found in the Central Ontario Region, with the next highest representations being in the Midwestern and Ottawa Valley Regions. Again the statistics of the control group reflect this distribution.

When we examine the size of the students' longest and present place of residence (Tables 4 and 5), we note that the majority of students have lived or are living in towns of 10,000 to 50,000 population or cities of over 50,000 population. In all categories of sample or control students, generally fewer than 20% are living in rural areas. It should be noted, however, that there is an increasing tendency for C students (taking CDCC this year) to be from rural areas.

TABLE 3

ADMINISTRATIVE REGION OF RESPONDENT

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Northwestern	0.8	0.0	6.5	0.0	0.0	0.0	34
Midnorthern	0.0	0.0	4.7	0.3	0.0	5.6	46
Northeastern	0.0	0.0	6.9	4.4	0.0	8.1	82
Midwestern	27.0	24.7	15.0	13.2	33.6	17.5	341
Niagara	12.0	10.7	12.3	10.4	9.1	15.7	219
Central Ontario	46.5	50.0	42.1	58.0	48.3	38.8	828
Ottawa Valley	13.7	14.7	12.6	13.7	9.1	14.2	236
TOTAL N =	241	150	494	364	143	394	1786

TABLE 4

SIZE OF PLACE LIVED IN LONGEST

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Under 1,000	7.9	7.6	10.3	6.1	6.3	15.8	172
1,000 to 9,999	14.2	16.6	19.3	8.6	9.2	19.4	271
10,000 to 49,999	22.2	39.3	40.9	43.9	44.4	27.9	639
50,000 to 250,000	19.2	22.1	8.8	13.8	21.8	14.7	259
Over 250,000	36.4	14.5	20.6	27.6	18.3	22.2	420
TOTAL N =	239	145	486	362	142	387	1761

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 5

SIZE OF PLACE CURRENTLY LIVED IN

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Under 1,000	10.0	7.6	10.3	5.8	6.5	14.7	172
1,000 to 9,999	13.4	13.1	20.5	9.1	12.9	22.1	288
10,000 to 49,999	24.7	40.0	43.3	49.9	41.7	29.6	681
50,000 to 250,000	19.7	26.9	8.6	13.6	21.6	13.6	260
Over 250,000	32.2	12.4	17.2	21.6	17.3	20.1	359
TOTAL N =	239	145	487	361	139	389	1760

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

2.4 Socio-Economic Background Characteristics

It was considered important to collect information on the socio-economic background of the students in order to gain an idea of how much information about jobs the student might have access to. Since one of the goals of CDCC is to provide a wider vision of the possibilities for students, it was necessary to assess what kinds or role-models they would be exposed to in their families.

If we examine father's and mother's education (Tables 6 and 7), we note that the largest percentage of students have fathers who have had some high school education, and mothers who completed high school. A very significant difference in father's and mother's education of the students is between the B and A/C students. Those students who are no longer in school (B) have fathers and mothers who are less well educated than do the students who are still in school (A and C). This can be seen in Tables 6 and 7 in the lower rates of university completion and the higher rates of elementary school completion for B students, both in the sample and as controls.

The distribution of parents' occupation by sector (Tables 8 and 9) shows a very wide diversity of fields for students' fathers and a somewhat more restricted choice for mothers (Dept. of Manpower and Immigration, 1971. - see Appendix D). Of fathers in high-prestige occupations, the largest percentage are in managerial and administrative positions, especially among the A control group. The medium-prestige fathers' occupations are clustered around sales and service occupations, with no significant differences in distributions for sample and controls. The largest num-

TABLE 6

RESPONDENT'S FATHER'S EDUCATION
Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Some Elementary	10.0	12.8	17.3	11.3	12.1	19.8	264
Completed Elementary	14.1	17.4	12.7	11.0	16.4	11.4	230
Some High School	24.9	32.9	24.1	22.8	37.1	19.3	438
Completed High School	16.6	20.8	10.6	20.3	14.3	8.4	250
Some College or University	5.0	6.0	5.7	9.3	6.4	5.6	114
Completed College or University	10.0	6.7	9.8	15.1	5.7	15.7	207
Other	3.3	0.7	1.2	1.4	3.6	1.0	29
Don't Know	6.2	2.0	10.6	7.1	4.3	12.2	150
No Answer or Omitted	10.0	0.7	8.0	1.6	0.0	6.6	96
TOTAL N =	241	149	490	364	140	394	1778

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 7

RESPONDENT'S MOTHER'S EDUCATION

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	
	%	%	%	%	%	%	N
Some Elementary	7.5	12.2	11.8	8.0	12.1	13.8	194
Completed Elementary	12.1	19.0	10.1	11.0	19.9	9.2	211
Some High School	26.7	25.9	21.3	22.0	36.9	22.5	427
Completed High School	21.7	24.5	27.4	30.8	17.7	19.9	438
Some College or University	2.9	5.4	4.9	8.8	2.8	5.6	97
Completed College or University	10.4	6.8	7.7	8.2	5.7	11.5	156
Other	1.7	3.4	1.0	1.9	2.1	1.3	29
Don't Know	7.1	2.0	7.7	7.1	2.8	9.7	126
No Answer or Omitted	10.0	0.7	8.1	2.2	0.0	6.4	98
TOTAL N =	240	147	493	364	141	391	1776

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 8

RESPONDENT'S FATHER'S OCCUPATION

MAJOR GROUPS

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	N
	%	%	%	%	%	%	
Managerial, Administrative	12.6	15.4	13.9	20.9	9.9	9.4	219
Natural Science, Engineering, Math.	3.5	1.5	3.3	5.8	2.3	9.1	76
Social Science	1.0	0.0	0.7	1.5	0.8	0.6	13
Religion	0.5	0.7	0.0	0.9	0.0	0.3	6
Teaching	2.0	2.2	2.6	4.8	1.5	5.0	53
Medicine, Health	1.5	0.0	2.4	1.5	0.8	2.4	27
Artistic	0.0	0.0	0.9	0.3	0.8	0.6	8
Sports, Recreation	0.5	0.0	0.2	0.0	0.8	0.3	4
Clerical	2.5	2.2	3.5	3.0	2.3	1.2	40
Sales	11.1	6.6	10.1	10.9	9.2	7.1	146
Service	12.1	7.4	7.5	9.7	7.6	9.7	141
Farming	3.0	5.1	4.2	3.9	3.8	4.7	65
Fishing	0.0	0.0	0.0	0.0	0.0	0.3	1
Forestry	0.0	0.7	1.7	0.9	0.8	2.9	22
Mining	0.0	0.7	0.0	0.9	0.0	0.0	4
Processing	7.6	2.9	2.4	4.2	4.6	5.6	68
Machining	5.6	8.8	4.7	3.9	6.1	4.7	80
Assembling	14.6	19.1	15.8	8.5	18.3	10.9	211
Construction	13.1	13.2	7.8	7.9	7.6	12.4	155
Transport	5.6	8.1	10.8	5.8	14.5	10.3	141
Material Handling	1.5	1.5	1.2	0.3	4.6	0.0	17
Other Crafts	1.5	3.7	6.1	4.2	3.8	2.6	62
TOTAL N =	198	136	424	330	131	340	1559

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 9

RESPONDENT'S MOTHER'S OCCUPATION
MAJOR GROUPS
Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
Managerial, Administrative	3.7	7.6	2.3	5.1	3.7	0.7	26
Natural Science, Engineering, Math.	0.9	0.0	0.0	0.6	0.0	0.7	3
Social Science	1.8	1.5	1.4	1.1	0.0	2.0	11
Teaching	5.5	6.1	5.0	6.3	1.9	9.5	47
Medicine, Health	13.8	9.1	14.2	13.6	7.4	11.5	97
Artistic	0.0	0.0	0.5	1.7	0.0	0.7	5
Clerical	27.5	34.8	36.2	34.7	38.9	34.5	265
Sales	14.7	7.6	9.2	8.5	14.8	10.8	80
Service	10.1	6.1	17.4	8.5	16.7	12.2	95
Farming	0.9	1.5	0.9	0.6	0.0	0.7	6
Forestry	0.0	0.0	0.0	0.0	0.0	0.7	1
Processing	2.8	6.1	2.3	4.0	0.0	4.1	25
Machining	0.9	1.5	0.0	1.1	1.9	0.7	6
Assembling	15.6	16.7	7.8	10.8	13.0	6.1	80
Construction	0.0	0.0	0.0	0.0	0.0	0.7	1
Transport	0.9	1.5	0.5	1.1	0.0	4.1	11
Material Handling	0.9	0.0	0.9	0.6	0.0	0.0	4
Other Crafts	0.0	0.0	1.4	1.7	1.9	0.7	8
TOTAL N =	109	66	218	176	54	148	771

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

ber of fathers are found in the assembling, construction, and transport sectors, with a higher proportion of them among the fathers of B students, both in the sample and controls.

Even with their comparatively higher educational attainments the students' mothers are far less well represented in the managerial and administrative job sectors than are the fathers. They are represented most predominantly in the clerical, sales, and service sectors, with over 50% of all mothers, both samples and controls, in these three sectors. The other stereotyped occupations of teacher and nurse are represented up to nearly 20%, except for a very low representation among the B control students. A substantial number of mothers also do factory work (assembling), with the highest representation among B students. This result coincides with the lower educational level of mothers of B students (Table 7).

When we examine the prestige ranking of parents' occupations (Tables 10 and 11), as ranked on the Pineo-Porter scale (see Appendix C), we note that the distribution for samples and controls is fairly consistent, indicating that the sample groups are matched for socio-economic background, even though we had no mechanism for ensuring this in our research design.

It is clear that the largest proportion of fathers' occupations lie in the medium-prestige range, roughly from 300 to 599. The differences between the B and A/C fathers are again apparent: the B fathers are less well represented in the highest echelons than are the A and C fathers, although the B fathers are better represented in the medium-prestige levels.

The distribution of prestige levels for mothers' occupations

TABLE 10

RESPONDENT'S FATHER'S OCCUPATION
PRESTIGE SCALE
Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
1 - 299	15.2	13.0	11.8	12.5	14.9	13.9	208
300 - 399	23.7	15.9	17.9	15.8	26.9	21.1	307
400 - 499	23.7	30.4	29.0	24.6	26.1	24.0	413
500 - 599	17.7	24.6	20.2	20.1	20.9	17.3	310
600 - 699	12.6	13.0	15.5	14.9	8.2	12.1	212
700 - 998	7.1	2.9	5.6	12.2	3.0	11.6	126
TOTAL N =	198	138	431	329	134	346	1576

TABLE 11

RESPONDENT'S MOTHER'S OCCUPATION
PRESTIGE SCALE
Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
1 - 299	30.3	24.2	24.5	18.8	35.2	26.4	194
300 - 399	14.7	16.7	17.7	25.0	9.3	16.9	140
400 - 499	30.3	36.4	34.1	28.4	38.9	32.4	251
500 - 599	7.3	7.6	9.1	11.4	11.1	8.8	72
600 - 699	15.6	15.2	14.5	14.2	5.6	12.2	105
700 - 998	1.8	0.0	0.0	2.3	0.0	3.4	11
TOTAL N =	109	66	220	176	54	148	773

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

reflects the very different work history from that of their husbands that these women have had. A substantially larger proportion of them perform jobs in the very lowest prestige levels than do their husbands. The clerical/sales/service occupations account for the predominance of jobs in the 400-499 levels, and the teachers and nurses are found in the higher, (but not highest), levels.

In examining the educational and occupational attainments of parents, one can see that students are being exposed to the traditional stereotyped role models for both men and women's occupational choices. The prestige level and sector of the parents' occupations are in the lower and middle ranges, and a comparison of students' aspirations (in Chapter 3) will reveal the degree to which students can rely on their parents for job information.

2.5 Ethnic and Linguistic Background

It was considered essential to know how many students in the sample were drawn from immigrant backgrounds, in order to assess their need for further career information to which they might not have access. It can be seen in Table 12 that the very large majority of students in the sample and control group were born in Canada. The largest number of immigrants is found in the B control group. Of those born in Canada, naturally the highest proportion were born in Ontario, but a sizeable minority who are taking CDCC this year were born in Quebec. This is no doubt the result of the inclusion of a Francophone school in the sample (Table 13).

The immigrants (see Table 14) in the sample and control groups were born primarily in the United States and Great Britain. Thus we could not expect language difficulties to be encountered here. The relatively low proportion of immigrants from Italy and Portugal indicates that CDCC is not taught to any great extent in large urban areas of the province. The fact that students born in Italy are more prevalent in the control group than the sample may indicate that they are under-represented in the CDCC sample as a whole.

The immigrants were on the whole fairly young on arriving in Canada (Table 15), and have consequently spent many years in this country (Table 16). The result from these two tables are important to note, since they mean that new immigrants are not those being reached by CDCC - i.e. those who may well be in far more need of the information it contains. The immigrants presently taking CDCC are those who have been here so long that they probably no longer consider themselves immigrants.

TABLE 12

RESPONDENT BORN IN CANADA

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Yes	90.8	93.4	93.7	91.8	88.1	90.6	1638
No	9.2	6.6	6.3	8.2	11.9	9.4	147
TOTAL N =	240	151	494	365	143	392	1785

TABLE 13

RESPONDENT'S PROVINCE OF BIRTH

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Prince Edward Island	0.9	0.0	0.0	0.3	0.0	0.0	3
Newfoundland	0.5	0.7	0.4	0.0	2.4	0.0	7
Nova Scotia	0.5	0.0	0.7	1.5	0.8	0.6	12
New Brunswick	0.0	1.4	0.7	0.0	0.0	0.6	7
Quebec	1.9	2.8	14.1	3.0	0.8	16.6	143
Ontario	94.0	92.9	82.6	93.2	93.6	81.7	1434
Saskatchewan	0.5	0.7	0.0	0.3	0.8	0.3	5
Manitoba	1.9	0.7	0.2	0.0	0.0	0.0	6
Alberta	0.0	0.7	0.4	1.2	0.8	0.0	8
British Columbia	0.0	0.0	0.9	0.6	0.8	0.3	8
TOTAL N =	215	141	461	336	125	355	1633

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 14

RESPONDENT'S COUNTRY OF BIRTH

(IF NOT CANADA)

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
United States	9.1	0.0	15.6	3.3	11.8	13.2	15
Great Britain	31.8	30.0	28.1	26.7	47.1	23.7	44
France	0.0	0.0	0.0	0.0	0.0	2.6	1
Italy	13.6	10.0	18.8	23.3	11.8	26.3	29
Portugal	0.0	10.0	6.3	3.3	5.9	2.6	6
Malta	0.0	10.0	0.0	0.0	0.0	0.0	1
Germany	9.1	0.0	6.3	0.0	5.9	10.5	9
Holland	9.1	0.0	0.0	0.0	0.0	0.0	2
Belgium	0.0	0.0	0.0	0.0	5.9	0.0	1
Sweden	0.0	0.0	0.0	3.3	0.0	0.0	1
Austria	0.0	0.0	0.0	0.0	0.0	2.6	1
Poland	4.5	0.0	3.1	0.0	11.8	2.6	5
Czechoslovakia	4.5	0.0	0.0	3.3	0.0	0.0	2
Yugoslavia	0.0	0.0	3.1	0.0	0.0	5.3	3
Hungary	0.0	10.0	3.1	0.0	0.0	0.0	2
Guyana	9.1	10.0	3.1	6.7	0.0	0.0	6
Hong Kong	0.0	0.0	0.0	6.7	0.0	2.6	3
China	0.0	0.0	0.0	3.3	0.0	0.0	1
Egypt	0.0	0.0	0.0	0.0	0.0	2.6	1
Uganda	0.0	0.0	0.0	0.0	0.0	2.6	1
West Indies	0.0	0.0	6.3	3.3	0.0	0.0	3
Australia	0.0	0.0	0.0	3.3	0.0	2.6	2
South Ireland	0.0	10.0	3.1	6.7	0.0	0.0	4
Philippines	0.0	10.0	3.1	3.3	0.0	0.0	3
Other	9.0	0.0	0.0	3.3	0.0	0.0	3
TOTAL N =	22	10	32	30	17	38	149

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this
C = CDCC this year

TABLE 15

RESPONDENT'S AGE WHEN ARRIVED IN CANADA

Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
1	9.1	10.0	19.4	10.3	29.4	27.0	27
2	18.2	10.0	12.9	13.8	5.9	21.6	22
3	13.6	10.0	22.6	6.9	11.8	2.7	16
4	0.0	10.0	0.0	17.2	17.6	2.7	10
5	4.5	10.0	6.5	0.0	0.0	2.7	5
6	0.0	10.0	6.5	6.9	5.9	10.8	10
7	4.5	10.0	6.5	3.4	17.6	0.0	8
8	9.1	10.0	3.2	13.8	5.9	0.0	9
9	4.5	10.0	3.2	0.0	0.0	5.4	5
10	13.6	10.0	3.2	6.9	0.0	8.1	10
11	4.5	0.0	6.5	3.4	0.0	0.0	4
12	9.1	0.0	0.0	3.4	0.0	8.1	6
13	4.5	0.0	3.2	3.4	0.0	5.4	5
14	0.0	0.0	0.0	0.0	0.0	2.7	1
15	4.5	0.0	0.0	0.0	5.9	0.0	2
16	0.0	0.0	6.5	6.9	0.0	0.0	4
17	0.0	0.0	0.0	0.0	0.0	2.7	1
19	0.0	0.0	0.0	3.4	0.0	0.0	1
TOTAL N=	22	10	31	29	17	37	146

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 16

NUMBER OF YEARS RESPONDENT HAS LIVED IN CANADA

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
1	4.5	0.0	0.0	3.7	0.0	0.0	2
2	0.0	0.0	0.0	0.0	5.9	2.8	2
3	0.0	0.0	0.0	0.0	0.0	5.6	2
4	9.1	0.0	0.0	3.7	0.0	2.8	4
5	4.5	0.0	7.1	3.7	0.0	5.6	6
6	13.6	0.0	7.1	0.0	0.0	5.6	7
7	9.1	0.0	3.6	7.4	0.0	8.3	8
8	4.5	0.0	0.0	3.7	0.0	0.0	2
9	0.0	10.0	3.6	7.4	0.0	0.0	4
10	0.0	0.0	7.1	3.7	5.9	5.6	6
11	9.1	10.0	3.6	14.8	5.9	11.1	13
12	4.5	30.0	7.1	0.0	11.8	2.8	9
13	0.0	10.0	14.3	11.1	11.8	2.8	11
14	13.6	0.0	10.7	18.5	5.9	13.9	17
15	13.6	10.0	25.0	3.7	17.6	13.9	20
16	9.1	0.0	7.1	11.1	0.0	11.1	11
17	4.5	30.0	3.6	3.7	35.3	8.3	15
18	0.0	0.0	0.0	3.7	0.0	0.0	1
TOTAL N =	22	10	28	27	17	36	140

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

The last two tables on language (Tables 17 and 18), bear out these results. English is the predominant language spoken at home, followed by Italian (by immigrants from Italy) and French (by students born in Quebec). It should be noted that Italian is less prevalent among the B control and sample groups than it is among the A and C groups. The results for language spoken best (Table 18) reinforce the emphasis on English. Among the immigrants from non-English speaking backgrounds, except the French students at the Francophone school, it was considered appropriate by nearly all of the students to claim to speak English best.

The general data for ethnic and linguistic variations indicate that these differences are not extremely pertinent to any further discussion. The immigrants in these groups have lived in Canada for a considerable length of time, and are no longer "new" immigrants. In addition the vast majority claim adherence to English as their language of everyday use.

TABLE 17

RESPONDENT'S LANGUAGE SPOKEN MOST OFTEN AT HOME

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	
	%	%	%	%	%	%	N
English	91.2	91.4	86.0	86.8	92.3	79.0	1537
French	0.0	2.0	7.1	2.2	0.7	7.9	78
Italian	4.6	1.3	4.1	6.0	2.8	6.6	85
Portuguese	0.4	0.7	0.4	0.3	0.7	0.3	7
Spanish	0.4	0.0	0.0	0.0	0.0	0.0	1
Greek	0.0	0.0	0.0	0.0	0.0	0.3	1
German	0.0	0.7	1.2	0.8	1.4	2.3	21
Polish	0.4	1.3	0.6	0.8	1.4	0.5	13
Ukrainian	1.3	1.3	0.2	0.0	0.7	1.0	11
Hungarian	0.0	0.7	0.0	0.3	0.0	0.3	3
Other	1.7	0.7	0.4	2.7	0.0	1.8	24
TOTAL N =	239	151	493	365	142	391	1781

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 18

RESPONDENT'S LANGUAGE SPOKEN BEST
Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
English	98.3	98.0	91.6	96.4	100.0	90.5	1678
French	0.0	0.7	6.7	0.6	0.0	6.6	62
Italian	0.0	0.0	0.4	0.6	0.0	0.0	4
German	0.0	0.0	0.2	0.3	0.0	0.3	3
Polish	0.0	0.0	0.2	0.0	0.0	0.3	2
Ukrainian	0.4	0.0	0.0	0.0	0.0	0.0	1
Other	0.8	0.0	0.2	1.1	0.0	0.8	10
Hungarian	0.0	0.0	0.0	0.3	0.0	0.0	1
French and English	0.0	0.7	0.2	0.3	0.0	0.5	5
Italian and English	0.0	0.0	0.4	0.6	0.0	0.3	5
German and English	0.0	0.0	0.0	0.0	0.0	0.5	2
Ukrainian and English	0.0	0.0	0.0	0.0	0.0	0.3	1
Other and English	0.4	0.7	0.0	0.0	0.0	0.0	2
TOTAL N =	239	151	490	363	142	391	1776

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

2.6 School Characteristics

In addition to these background characteristics of students which are part of their life outside of school, there are certain characteristics which they possess pertaining to their position within the educational system. These are briefly discussed here.

The distribution of responses by individual school are presented in Table 19. The largest number of respondents are found at Maynard Fellowes Senior School, Bayview Senior School, Madonna High School, and St. Mary's Senior Girls' School. It should be noted that Loretto College School, Notre Dame High School, Madonna High School, and St. Mary's Senior Girls' School are all-girls' schools, and this affects the sex ratio as noted in Section 2.2. The generally consistent percentages of sample and control students reflect the efforts of the personnel at these schools to provide our researchers with an appropriately matched sample.

The majority of respondents are in Year 4 (Table 20). Although the more equal distribution for C sample students and controls indicates an even split between the courses being offered in Years 3 and 4. For the B respondents who have left school, the majority in 1974 (Table 21), the course was apparently taken by the majority in their fourth high school year, judging by the relative recency of its introduction.

An examination of Tables 22 and 23 indicates that the B students predominantly left secondary school after Year 4, with a Graduation Diploma. The A and C students still in school are more likely to be planning on five years of secondary school, and on obtaining an Honour Graduation Diploma. It should be noted that the C control group (those still in school)

TABLE 19

RESPONDENT'S SCHOOL

Sample Versus Controls

	Sample			Controls			
	A %	B %	C %	A %	B %	C %	Row Total N
Central Algoma	0.0	0.0	4.7	0.3	0.0	5.6	46
Cochrane	0.0	0.0	6.9	0.0	0.0	8.1	66
St. Mary's	9.5	11.4	5.1	5.5	16.1	7.1	136
Kitchener-Waterloo	2.1	2.7	0.4	1.4	2.8	0.0	20
Southwood	7.5	9.4	5.1	5.5	12.6	5.6	117
Centre Wellington	1.2	1.3	0.0	1.1	2.1	0.0	12
Ripley	7.5	0.0	4.5	0.3	0.0	4.8	60
Cathedral Boys'	4.1	0.7	4.5	2.2	1.4	6.3	68
South Lincoln	4.1	5.4	2.8	2.5	4.9	2.5	58
Ancaster	3.7	4.7	6.7	5.5	2.8	6.9	100
Bayview	1.2	29.5	9.7	23.8	30.8	0.0	226
Richmond Hill	6.6	0.0	3.6	5.8	0.7	4.8	75
Stouffville	6.6	7.4	5.1	4.1	4.2	4.3	90
Thornlea	0.0	4.0	8.7	6.6	5.6	2.5	91
Loretto College	5.8	4.7	1.8	4.9	2.8	2.8	63
Madonna	13.3	2.0	4.9	8.2	4.2	7.4	124
Notre Dame	10.4	0.0	0.0	8.8	0.0	0.0	57
Lord Elgin	2.5	2.0	0.0	0.0	0.0	0.0	9
Thornhill	0.0	0.0	9.7	0.0	0.0	12.7	98
Markham	0.0	0.0	3.4	0.0	0.0	4.3	34
Fellowes	13.7	14.8	12.6	13.7	9.1	14.2	236
TOTAL N =	241	149	494	365	143	394	1786

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 20

RESPONDENT'S YEAR

Sample Versus Controls

	Sample		Controls		Row Total N
	A	C	A	C	
	%	%	%	%	
Year 1	0.0	5.7	0.3	5.8	52
Year 2	8.0	9.1	0.8	9.9	105
Year 3	11.1	39.1	12.4	42.4	429
Year 4	62.8	42.6	70.4	40.4	761
Year 5	17.3	3.0	15.8	1.3	115
Other	0.9	0.4	0.3	0.3	6
TOTAL N =	226	493	355	394	1468

TABLE 21

YEAR RESPONDENT LEFT SCHOOL

Sample Versus Controls

	B		Row Total N
	Sample	Controls	
	%	%	
1973	4.8	11.3	23
1974	93.2	86.5	259
Other	2.0	2.1	6
TOTAL N =	147	141	288

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 22

COMPLETED HIGH SCHOOL YEARS

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
One	0.4	0.0	0.0	0.0	0.0	0.0	1
Two	0.4	4.0	0.6	0.0	3.5	0.8	18
Three	3.3	8.6	1.4	1.6	14.7	1.3	60
Four	29.5	84.8	48.6	29.0	76.9	33.3	785
Five	66.4	1.3	48.0	68.3	2.8	63.1	900
Other	0.0	1.3	1.2	1.1	1.4	1.3	19
Don't Know	0.0	0.0	0.2	0.0	0.7	0.3	3
TOTAL N =	241	151	492	366	143	393	1786

TABLE 23

DIPLOMA/CERTIFICATE EXPECTED OR OBTAINED

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Honour Graduation Diploma	56.5	2.2	34.3	58.1	2.3	49.0	708
Graduation Diploma	36.3	80.4	52.0	34.8	79.5	37.5	828
Certificate Standing	0.4	0.0	0.2	0.3	2.3	0.3	7
Certificate Training	0.0	0.0	0.6	0.8	0.8	1.6	13
Statement Standing	0.0	2.2	0.4	0.3	0.8	0.5	9
Other	0.4	8.0	0.6	0.8	3.8	0.0	23
Undecided	6.3	7.2	11.8	4.9	10.6	11.2	158
TOTAL N =	237	138	490	365	132	384	1746

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

appear to have higher aspirations than the C sample group of students taking CDCC. It could be hypothesized that students who willingly choose to take CDCC or who are steered into the course have lower aspirations or are more indecisive than their fellow students who have already made up their minds. Further analysis of the data concerning plans, aspirations, and expectations in Chapter 3 will confirm or refute this hypothesis.

3 Expectations, Aspirations, and Employment Experiences of Respondents

3.1 Introduction

Since CDCC is directly considered to be part of the aspiration-formation and decision-making process, it was decided to examine the expectations and aspirations of students in an effort to delineate the point at which CDCC would have an impact. A previous study in this area (Harvey et al. 1974) has demonstrated that certain aspects of the guidance process can have differential impact on students' aspirations, depending on the year when they are first exposed to it and on the prevailing patterns of administration of guidance in the schools. When the patterns of student expectations and aspirations have been delineated, then the impact of CDCC on decision-making can be assessed.

In this chapter will be discussed the plans of students immediately after leaving secondary school, their aspirations for employment and/or post-secondary education, their long term goals, and the decision-making process as they perceive it in retrospect.

3.2 Plans or Experiences Immediately After Leaving Secondary School

When students were asked what they planned to do (or had done) immediately after leaving secondary school, the majority were planning on further education (Table 24). Again the B students who had left school were more likely than A or C students to have looked for a job. Also the C control students were more likely than C sample students to aspire to further education. Only a very small percentage of students had no idea about their plans, although there is some indecisiveness indicated in the "combination of above" category.

A similar lack of decisiveness is indicated on Table 25, in which nearly two thirds of students have not yet decided on the kind of job they would like to do after leaving secondary school. Table 26 indicates that most of the B students have in fact found a job, with unemployment rates lower than the national average for their age bracket. However, as is discussed below, much of this employment is considered by graduates to be "temporary".

When the sector of the job aspired to or obtained after secondary school is examined (Table 27), it can be seen that the clerical, sales, and assembling sectors are the most popular choices. These are not inconsistent with the parents' occupations, and indicate little social mobility on the part of the offspring. It is noteworthy how similar the distributions are for the sample and control students. Also to be noted is the discrepancy between the aspirations of A and C students with respect to the medical and clerical sectors and the actual realities of employment for the B graduates.

TABLE 24

WHAT RESPONDENT WILL DO, DID AFTER SECONDARY SCHOOL

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Further Education	54.4	24.7	37.3	57.5	31.4	47.5	791
Look For Job	16.7	48.7	25.3	12.3	45.7	21.6	431
Combination of Above	20.1	12.7	28.4	20.0	8.6	19.5	368
Other	5.9	14.0	4.1	2.2	14.3	3.8	98
Don't Know	2.9	0.0	4.9	7.9	0.0	7.6	90
TOTAL N =	239	150	490	365	140	394	1778

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 25

RESPONDENT HAS DECIDED ON JOB AFTER SECONDARY SCHOOL

Sample Versus Controls

	Sample		Controls		Row Total N
	A %	C %	A %	C %	
No	61.1	61.8	60.5	67.2	463
Yes	38.9	38.2	39.5	32.8	274
TOTAL N =	95	293	157	192	737

TABLE 26

RESPONDENT HAS FOUND JOB

Sample Versus Controls

	Sample B %	Controls B %	Row Total N
No	7.3	3.3	11
Yes	92.7	96.7	188
TOTAL N =	109	90	199

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 27

JOB RESPONDENT HAS OR WILL LOOK FOR MAJOR GROUPS

Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
Managerial, Administrative	2.5	3.2	4.5	3.3	1.2	1.8	13
Natural Science, Engineering, Mathematics	0.0	1.1	0.9	3.3	0.0	1.8	5
Social Science	2.5	0.0	4.5	1.7	0.0	7.1	11
Religion	0.0	0.0	0.0	0.0	0.0	1.8	1
Teaching	0.0	2.1	2.7	1.7	1.2	8.9	12
Medicine, Health	7.5	2.1	8.1	3.3	3.5	1.8	20
Artist	0.0	0.0	5.4	0.0	1.2	3.6	9
Sports, Recreation	2.5	0.0	2.7	1.7	0.0	5.4	8
Clerical	37.5	47.4	29.7	26.7	44.7	33.9	166
Sales	12.5	7.4	6.3	5.0	7.1	3.6	30
Service	17.5	12.6	11.7	8.3	10.6	14.3	54
Farming	0.0	2.1	1.8	6.7	1.2	0.0	9
Fishing	0.0	0.0	0.0	1.7	0.0	0.0	1
Forestry	0.0	0.0	1.8	0.0	1.2	1.8	4
Mining	0.0	1.1	0.0	0.0	0.0	0.0	1
Processing	0.0	2.1	0.9	3.3	0.0	0.0	5
Machining	0.0	1.1	2.7	6.7	4.7	1.8	13
Assembling	10.0	10.5	5.4	15.0	10.6	0.0	38
Construction	0.0	2.1	4.5	3.3	4.7	7.1	17
Transport	5.0	4.2	3.6	1.7	1.2	3.6	14
Material Handling	0.0	1.1	0.0	1.7	5.9	0.0	7
Other Crafts	2.5	0.0	2.7	5.0	1.2	1.8	9
TOTAL N =	40	95	111	60	85	56	447

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

The prestige ranking of the job also reflects these discrepancies (Table 28). For the middle and high-level jobs the aspirations of A and C students far surpass the realities of employment for the B students. It should be emphasized that A and C students responding to this question are not planning on post-secondary education. An examination of the 1 - 299 and 300 - 399 levels reveals the preponderance of B graduates in these jobs (both samples and controls), with an accompanying disinterest in these jobs by A and C students. Table 29 provides further insight into the B graduates' perceptions of these jobs as mainly temporary. We hypothesize that if B graduates shared the aspirations of A and C students when they were at school, they are probably dissatisfied with the job they were able to obtain. In fact Table 30 demonstrates that nearly half of B graduates do not think unequivocally that their present job is well suited to them.

When we examine students' or graduates plans for post-secondary education, we see some differences between the sample and control groups, and between the B and A/C students. The largest percentage of sample A/C students plan to attend a community college, whereas the largest percentage of control A/C students wish to attend university. It is not possible to assess whether A/C students taking CDCC have generally lower aspirations than the rest of the high school population, or whether they have become aware of a much broader range of possibilities, not necessarily found in universities, than other students. The fact that C students in the sample who have been taking CDCC for a very short time lean predominantly to community college lends support to the first explanation rather

TABLE 28

JOB RESPONDENT HAS OR WILL LOOK FOR PRESTIGE SCALE

Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
1 - 299	20.9	28.9	7.1	8.5	29.4	14.8	83
300 - 399	18.6	34.0	16.8	20.3	24.7	13.0	100
400 - 499	30.2	28.9	40.7	37.3	37.6	38.9	162
500 - 599	30.2	4.1	22.1	20.3	5.9	18.5	69
600 - 699	0.0	4.1	11.5	13.6	2.4	14.8	35
700 - 998	0.0	0.0	1.8	0.0	0.0	0.0	2
TOTAL N =	43	97	113	59	85	54	451

TABLE 29

RESPONDENT'S JOB PERMANENT OR TEMPORARY

Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
Permanent	27.1	22.0	26.3	23.9	35.6	25.8	250
Temporary	43.9	63.3	37.0	42.1	47.8	38.7	409
Undecided	29.0	14.7	36.7	34.0	16.7	35.5	292
TOTAL N =	107	109	300	159	90	186	951

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 30

JOB WELL SUITED TO RESPONDENT

Sample Versus Controls

	Sample	Controls	Row Total N
	B	B	
	%	%	
Yes	46.0	55.4	65
No	36.5	21.5	37
Not Sure	17.5	23.1	26
TOTAL N =	63	65	128

KEY

B = CDCC last year; out of school this year

TABLE 31

POST-SECONDARY INSTITUTION RESPONDENT ENTERED, WILL ENTER

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Community College	40.2	73.6	41.5	30.7	69.5	27.3	623
University	36.4	5.8	32.3	46.4	7.6	47.8	544
Secondary School	6.5	0.0	1.0	3.9	0.0	1.8	37
Other	3.3	9.9	3.6	2.7	11.9	3.9	70
Undecided	13.6	10.7	21.6	16.4	11.0	19.3	264
TOTAL N =	214	121	412	336	118	337	1538

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

than the second. The overwhelming preference of B graduates (samples and controls) is for community colleges since many of them lack the entrance qualifications for university.

These differences are also reflected in degree or diploma expected (Table 32). The A/C students, both sample and controls, plan on obtaining a university degree, with a greater preference for this among the controls (confirming in another way their higher aspirations). The degree of indecision regarding a university degree is, however, higher among controls. For those A/C students planning on a community college diploma, the degree of indecision is similarly high between sample and controls, although C students presently taking CDCC are the most indecisive. The B graduates appear to be no more decisive concerning their community college goals. Although the majority definitely plan on a two year diploma, a greater percentage (18.4%) are undecided in the sample than among the controls (14.3%). At this point we cannot ascertain that CDCC has reduced indecisiveness, although it may have revealed many more choices to sample students so that they merely appear more indecisive than control students since the latter are unaware of the diversity of choices possible.

Table 33 reveals that in fact B graduates (sample and controls) are far more certain of the job they plan to obtain after post-secondary education than are the A/C students still in school. The explanatory factor here appears to be their experience after leaving secondary school. The differences between A and C students' decisiveness are so minute that the previous year's experience with CDCC does not explain the difference.

The sector of the job aspired to reflects a desire for upward social mobility both from parents' occupations and from the present job held by B graduates. The aspirations of control A/C students for jobs in

TABLE 32

DEGREE, DIPLOMA EXPECTED

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	N
	%	%	%	%	%	%	
Community College - 1 Year	2.2	4.1	3.5	1.5	7.1	2.6	37
Community College - 2 Year	18.1	50.0	16.9	12.3	43.9	9.4	236
Community College - 3 Year	6.6	8.2	9.6	9.7	16.3	6.4	109
Community College - Other	3.3	7.1	1.9	0.4	4.1	1.1	27
Community College - Undecided	14.3	18.4	21.7	12.3	14.3	16.2	202
University - Undergraduate Degree	26.4	4.1	17.8	31.2	5.1	25.9	266
University - Graduate Degree	3.3	2.0	3.5	6.3	2.0	3.4	47
University - Undecided	18.7	1.0	19.1	20.8	2.0	29.7	232
Other Post-Secondary Institution	1.1	3.1	0.6	1.9	3.1	1.5	19
Secondary School	6.0	2.0	5.4	3.7	2.0	3.8	52
TOTAL N =	182	98	314	269	98	266	1227

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 33

RESPONDENT HAS DECIDED ON JOB AFTER POST-SECONDARY EDUCATION

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	
	%	%	%	%	%	%	N
No	57.9	37.5	60.4	58.7	37.0	61.8	803
Yes	42.1	62.5	39.6	41.3	63.0	38.2	617
TOTAL N=	202	112	386	298	100	322	1420

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 34

TYPE OF JOB RESPONDENT WILL SEEK AFTER POST-SECONDARY EDUCATION

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Managerial, Administrative	8.1	9.4	3.9	3.4	6.8	0.8	28
Natural Science, Engineering, Mathematics	2.3	4.7	7.2	7.7	1.7	4.1	31
Social Science	11.6	4.7	9.2	9.4	1.7	9.8	51
Teaching	12.8	14.1	11.1	13.7	6.8	13.8	74
Medicine, Health	22.1	20.3	19.0	28.2	22.0	26.0	139
Artistic	1.2	1.6	2.6	6.8	5.1	4.9	23
Sports, Recreation	3.5	0.0	2.6	0.9	3.4	2.4	13
Clerical	15.1	28.1	9.2	7.7	23.7	14.6	86
Sales	1.2	3.1	2.6	0.0	1.7	0.0	8
Service	17.4	3.1	17.0	6.8	11.9	9.8	70
Farming	0.0	0.0	0.0	3.4	1.7	0.8	6
Forestry	0.0	0.0	2.6	0.9	5.1	4.9	14
Processing	0.0	0.0	0.7	0.0	0.0	0.0	1
Machining	1.2	3.1	1.3	1.7	0.0	0.8	8
Assembling	2.3	4.7	2.6	1.7	8.5	0.8	17
Construction	1.2	1.6	0.7	2.6	0.0	1.6	8
Transport	0.0	1.6	5.2	3.4	0.0	3.3	17
Other Crafts	0.0	0.0	2.6	1.7	0.0	1.6	8
TOTAL N =	86	64	153	117	59	123	602

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

the teaching and medical and health sectors are somewhat more pronounced than among the A/C sample students, whereas the former tend somewhat more toward the service sector. Overall, however, the differences between sample and controls are slight.

The aspirations of B graduates are rather more anomalous. The sample B graduates show more preference for the managerial and administrative, teaching, and clerical sectors in the sample than among the control B graduates. It does appear here that exposure to CDCC is influencing graduates' decisions after they have left school and have seen the realities of the work world. It is as if they can then use the scope offered in CDCC to re-assess their situation and make decisions based on a wider range of choices.

The prestige scale of the job envisaged after post-secondary education (Table 35) again demonstrates a wish for upward social mobility from parents' occupations, with few desirous of employment in the lowest two levels. However, the A/C control students definitely have higher aspirations for the highest two levels than the A/C sample students. The A/C sample students' major preference is for occupations in the 500-599 level. On examining differences for B graduates, we note that those who have taken CDCC aspire to a slightly higher level of occupation than those who have not taken CDCC. This is discernible in the 300 - 399 level to which the control B graduates aspire significantly more than the sample B graduates, and in the higher 500 - 599 level where the reverse holds true.

When B respondents were asked if they felt their post-secondary program was well-suited to them, those who had taken CDCC were significantly more decisive in their positive response than the control B graduates.

TABLE 35

JOB RESPONDENT WILL SEEK AFTER POST-SECONDARY EDUCATION

PRESTIGE SCALE

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
1 - 299	2.2	1.5	2.5	0.8	3.2	5.5	17
300 - 399	9.9	7.5	7.5	5.1	14.3	7.9	51
400 - 499	18.7	32.8	17.4	16.1	34.9	14.2	126
500 - 599	33.0	34.3	31.7	15.3	20.6	22.0	163
600 - 699	25.3	22.4	31.7	39.8	27.0	34.6	197
700 - 998	11.0	1.5	9.3	22.9	0.0	15.7	73
TOTAL N =	91	67	161	118	63	127	627

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 36

POST-SECONDARY PROGRAM SUITED TO RESPONDENT

Sample Versus Controls

	Sample	Controls	Row Total N
	B	B	
	%	%	
Yes	72.1	66.2	89
No	11.5	11.8	15
Not Sure	16.4	22.1	25
TOTAL N =	61	68	129

KEY

B = CDCC last year; out of school this year

3.3 Long-Term Goals

We were interested to learn what respondents saw themselves doing at age 35, in order to discern if they thought they were making plans now that would lead to long-term goals. The high level of "undecided" response (Table 37) indicates some indecisiveness among respondents, notably more so among the B graduates than the A/C students. However, the B graduates who had taken CDCC were less indecisive than those who had not. Notably the A/C students presently taking CDCC are less sure about long-term goals than the control students, probably because they have been thinking about the subject more. The greatest percentage of students are planning on full-time employment and a large percentage (probably of females) on a combination of work and home duties. The sector of the long-term job goal continues to reflect a desire for upward mobility from parents' occupation and from job obtained immediately after finishing education. The managerial and administrative, social science, teaching and medical and health sectors have higher representation at this point than in previous tables. The prestige level of the long-term goal is also higher than that of the short-term goal, especially in the two highest levels. Once again B graduates in the sample and control groups have generally lower aspirations for a long-term goal than do A/C students.

TABLE 37

WHAT RESPONDENT WILL DO AT AGE 35

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Full-Time Job	48.9	37.5	51.6	52.7	33.3	53.4	813
Part-Time Job	1.3	8.3	0.0	0.3	7.6	0.8	29
Housewife/ Husband	7.4	3.5	8.8	7.0	6.1	8.8	125
Combination Work, Home	19.7	15.3	13.2	9.4	15.9	13.8	229
General	4.4	11.8	8.8	11.5	10.6	7.7	147
Frivolous Response	1.3	0.0	3.1	4.2	0.0	5.2	50
Undecided	17.0	23.6	14.5	14.8	26.5	10.2	260
TOTAL N =	229	144	455	330	132	363	1653

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 38

JOB RESPONDENT WILL HAVE AT AGE 35

MAJOR GROUPS

Sample Versus Controls

	Sample			Controls			Row Total
	A %	B %	C %	A %	B %	C %	N
Managerial, Administrative	10.9	12.5	6.4	8.3	4.8	4.1	61
Natural Science, Engineering, Mathematics	4.2	4.2	5.0	10.7	3.2	7.2	53
Social Science	11.8	8.3	14.1	8.9	1.6	11.3	89
Religion	0.8	0.0	0.0	0.0	0.0	0.5	2
Teaching	15.1	8.3	11.4	11.9	16.1	13.4	105
Medicine, Health	23.5	13.9	12.3	22.6	16.1	24.2	160
Artistic	1.7	4.2	5.0	8.9	1.6	4.1	40
Sports, Recreation	4.2	2.8	4.1	1.8	0.0	2.1	23
Clerical	10.9	12.5	8.2	8.3	24.2	8.8	86
Sales	0.8	8.3	4.1	1.8	3.2	0.5	22
Service	10.9	8.3	12.7	4.8	11.3	8.2	78
Farming	0.0	1.4	4.5	4.8	1.6	3.1	26
Forestry	0.0	0.0	1.8	0.6	1.6	2.1	10
Mining	0.0	0.0	0.0	0.0	0.0	0.5	1
Machining	0.0	2.8	1.4	0.6	0.0	0.5	7
Assembling	4.2	4.2	2.7	2.4	6.5	2.1	26
Construction	0.8	4.2	0.9	2.4	3.2	1.5	15
Transport	0.0	2.8	3.2	1.2	1.6	3.1	18
Material Handling	0.0	0.0	0.0	0.0	1.6	0.0	1
Other Crafts	0.0	1.4	2.3	0.0	1.6	2.6	12
TOTAL N =	119	72	220	168	62	194	835

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 39

JOB RESPONDENT WILL HAVE AT AGE 35

PRESTIGE SCALE

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
1 - 299	0.8	2.7	3.5	1.1	3.1	2.0	19
300 - 399	5.8	6.7	4.8	2.3	7.8	3.5	39
400 - 499	19.0	26.7	20.4	14.9	35.9	20.2	179
500 - 599	26.4	38.7	32.2	17.7	28.1	21.7	227
600 - 699	30.6	22.7	27.8	34.3	25.0	28.3	250
700 - 998	17.4	2.7	11.3	29.7	0.0	24.2	149
TOTAL N =	121	75	230	175	64	198	863

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

3.4 The Decision-Making Process in Retrospect

After we asked students about all the particular decisions they had made, we tried to elicit their recollection of the process by which they had come to this decision. When they were asked in what school year they had made the most important decision concerning their future (Table 40), the largest response was for Years 3 and 4. This result probably reflects school policy regarding the appropriate timing of CDCC, and many probably gave the year in which they took CDCC. It should be noted that in the sample and control A/C groups over 30% had made a decision before Year 2. This seems to indicate that the course would be appropriate in the earlier years of high school. This finding is also corroborated by a previous study on the Student Guidance Information Service (Harvey et al. 1974) and by some of the students' comments (see Section 4.5 of this report).

When sample and control A/C students are compared, it is evident that students not taking CDCC have made up their minds at an earlier stage than those choosing (or being obliged) to take it. Thus there is a selective process at work here by which the undecided students either feel the need to take the course or are steered towards it. The fact that so many of these students are females is very relevant to this discussion (see Chapter 6 of this report). The comparison of B graduates and A/C students shows that the B students, intending to leave school earlier and less likely to plan on going to university, make their decisions in Year 4 predominantly.

The pattern of influence on students' plans is of great importance, and is discussed at length in the SGIS report (Harvey et al. 1974)

TABLE 40

YEAR MOST IMPORTANT DECISION MADE

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Before Grade 8	2.1	3.4	3.1	2.8	1.4	3.8	52
Grade 8	10.5	4.1	11.2	8.5	2.2	17.2	187
Year 1	6.7	4.1	12.1	4.1	6.5	13.6	158
Year 2	13.0	8.1	17.2	15.4	13.7	18.5	274
Year 3	29.3	19.6	27.2	25.6	14.4	21.0	427
Year 4	26.4	41.9	15.1	21.5	48.9	7.9	376
Year 5	4.6	2.7	1.0	4.1	3.6	0.0	40
Other	0.4	6.8	0.8	3.0	4.3	2.8	43
Don't Know	7.1	9.5	12.3	14.9	5.0	15.1	211
TOTAL N =	239	148	489	363	139	390	1768

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

The influence of parents and relatives is very strong, although the examination of socio-economic background has shown that they would be lacking information about jobs to which their children aspire (see Section 2.4 of this report). For B graduates, parents' influence is of less importance than for A/C students, and the pattern is reversed for "own interests". This result indicates that parents are influencing their children to remain in school. CDCC is of much more salience, obviously, among the sample group; and the C students' low response reflects the short time they have been exposed to it.

From the findings of the SGIS study (Harvey et al. 1974), we would expect that in second and third most important influences, the strength of parents would decline, and the importance of sources of information outside the home and family would increase. We refer to these as particularistic (parents, friends, etc.) and universalistic (guidance counsellors, SGIS, CDCC, etc.) sources. The data for this study confirm these expectations. The particularistic sources decline in importance through Tables 41, 42, and 43, while universalistic sources such as counsellors, teachers, Manpower centres, newspapers, SGIS and CDCC increase. Looking at the CDCC figures we note that the C students taking it this year remain unwilling to judge its importance at this time, but that it is judged of importance by the A and B groups and, most highly evaluated (in retrospect) by the latter.

There is considerable disagreement between A/C and B groups regarding whether they consider they had enough information available when they made their decision about their future (Table 44). The B graduates

TABLE 41

FIRST MOST IMPORTANT INFLUENCE ON DECISION-MAKING ABOUT FUTURE

Sample Versus Controls

	Sample			Controls			Row Total N
	A	B	C	A	B	C	
	%	%	%	%	%	%	
Parents, Relatives	40.6	26.2	37.3	39.5	29.4	45.4	670
Own Friends	6.7	11.0	10.6	11.5	5.1	8.9	165
Family Friends	4.2	2.8	4.1	1.7	1.5	2.3	51
Counsellors	3.3	5.5	5.0	2.0	5.1	3.7	68
Teachers	2.9	6.9	3.5	5.9	5.9	3.7	77
Manpower Centres	0.0	2.1	0.2	0.0	0.7	0.0	5
Previous Jobs	10.0	11.0	8.1	10.6	11.8	6.0	156
Libraries	0.4	1.4	1.2	1.4	1.5	0.8	19
Newspapers	1.7	0.7	1.2	1.1	0.7	1.6	22
SGIS	2.9	2.8	2.7	2.5	5.9	2.1	49
CDCC	12.6	9.0	4.1	0.6	2.2	1.8	75
Own Interests	7.1	13.8	6.6	11.8	17.6	12.8	184
Other	4.2	3.4	5.0	6.2	3.7	5.7	88
Don't Know	3.3	3.4	10.2	5.3	8.8	5.2	113
TOTAL N =	239	145	482	357	136	383	1742

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 42

SECOND MOST IMPORTANT INFLUENCE ON DECISION-MAKING ABOUT FUTURE

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	N
	%	%	%	%	%	%	
Parents, Relatives	21.5	22.7	21.0	24.8	23.8	21.3	315
Own Friends	19.6	11.7	18.6	16.2	18.1	24.3	266
Family Friends	6.7	3.9	10.4	11.7	5.7	10.8	131
Counsellors	11.5	15.6	9.8	7.6	13.3	4.3	130
Teachers	10.5	9.4	9.3	13.1	15.2	15.4	170
Manpower Centres	0.0	0.8	0.5	0.7	0.0	0.3	6
Previous Jobs	6.2	11.7	9.6	8.6	5.7	7.5	118
Libraries	2.4	0.0	2.4	3.1	1.0	1.0	27
Newspapers	1.9	3.1	2.1	2.1	3.8	3.6	37
SGIS	6.2	7.8	5.3	3.1	3.8	3.0	65
CDCC	10.0	8.6	4.0	1.0	1.0	1.3	55
Own Interests	2.9	0.0	1.1	3.8	1.0	3.3	32
Other	0.5	1.6	1.3	1.0	3.8	1.3	19
Don't Know	0.0	3.1	4.5	3.1	3.8	2.6	42
TOTAL N =	209	128	376	290	105	305	1413

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 43

THIRD MOST IMPORTANT INFLUENCE ON DECISION-MAKING ABOUT FUTURE

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	N
	%	%	%	%	%	%	
Parents, Relatives	11.2	8.4	11.6	12.8	9.4	12.3	125
Own Friends	12.3	18.7	16.7	17.0	16.5	19.4	183
Family Friends	11.7	11.2	8.2	14.7	17.6	13.7	133
Counsellors	12.3	8.4	10.5	10.6	11.8	11.8	120
Teachers	14.5	6.5	12.2	13.3	11.8	14.2	138
Manpower Centres	1.1	0.9	1.4	0.5	0.0	1.4	11
Previous Jobs	7.8	11.2	13.3	8.7	7.1	8.5	108
Libraries	1.7	0.0	4.4	0.9	1.2	3.3	26
Newspapers	3.9	1.9	4.4	5.5	4.7	4.3	47
SGIS	7.3	9.3	6.1	6.4	5.9	2.8	66
CDCC	14.5	15.9	4.1	1.4	1.2	0.9	61
Own Interests	0.6	1.9	0.7	1.4	4.7	1.4	15
Other	0.0	1.9	0.3	0.9	2.4	1.4	10
Don't Know	1.1	3.7	6.1	6.0	5.9	4.3	51
TOTAL N =	179	107	294	218	85	211	1094

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 44

ENOUGH INFORMATION WAS AVAILABLE TO MAKE DECISION ABOUT FUTURE

Sample Versus Controls

	Sample			Controls			Row Total
	A	B	C	A	B	C	
	%	%	%	%	%	%	N
Yes	48.1	64.2	36.7	42.2	55.0	36.0	759
No	27.6	25.2	35.2	33.9	32.9	36.0	583
Not Sure	24.3	10.6	28.1	23.9	12.1	28.0	422
TOTAL N =	239	151	488	360	140	386	1764

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

(sample and controls) are much more emphatic than the A/C respondents that enough information was available. However, since they had lower aspirations and planned to leave school earlier, their decisions may have been easier to make. There is an indication that the control A, B, and C groups are less satisfied with the amount of information they had than were the students who have taken CDCC. Thus CDCC students do seem to be appreciating the information component of the course.

The students' suggestions for further improvements that could be made in guidance services are found in Table 45. There are few significant differences between the sample and controls, although a somewhat higher level of satisfaction among A and B sample respondents than controls. Probably because of their experiences in CDCC, the CDCC students would like more personal visits from outsiders, more trips, and more practical work than the control respondents. The students who have not taken CDCC are less satisfied with guidance materials and the quality of teaching, and the amount of individual attention given to students than are the CDCC students.

In this chapter we have examined students' immediate plans, long-term goals, and recollection of their own personal decision-making process. We now turn to the evaluation and perception of the CDCC course by students who have taken it.

TABLE 45

SUGGESTIONS FOR NEW KINDS OF GUIDANCE SERVICES

Sample Versus Controls

	Sample			Controls			Row Total N
	A %	B %	C %	A %	B %	C %	
Respondent Satisfied	18.1	16.0	14.8	11.5	13.1	21.7	137
Personal Visits	11.6	15.0	8.6	8.2	8.1	8.6	83
More Trips	10.9	9.0	6.8	7.7	8.1	8.0	71
Better Materials	14.5	13.0	22.8	22.5	20.2	14.9	157
Better Teaching	6.5	8.0	1.9	12.6	7.1	5.1	59
Individual Attention	4.3	9.0	3.7	6.6	13.1	4.0	53
More Testing	1.4	1.0	1.2	0.5	2.0	0.6	9
Information on Education	5.8	5.0	1.2	6.6	4.0	7.4	44
Class Career Discussions	3.6	0.0	1.9	2.7	1.0	1.1	16
Practical Work	5.8	1.0	1.9	1.6	3.0	1.1	20
Other	17.4	23.0	35.2	19.2	20.2	27.4	207
TOTAL N =	138	100	162	182	99	175	856

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

4 Information Concerning Students' Experiences with CDCC

4.1 Introduction

The purpose of this chapter is to present specific information concerning students' experiences with, and perceptions and evaluations of, CDCC. The information presented is of both a quantitative and a qualitative nature. First will be discussed students' specific experiences with CDCC, and secondly their evaluations of the course with respect to several aspects of aspiration formation, career information, and personal development. Thirdly their suggestions for improvement of the course will be discussed, and lastly their qualitative comments at the end of the questionnaires will be summarized. In this manner we hope to give their subjective perceptions the emphasis of which they are worthy.

4.2 Specific Experiences with CDCC

When respondents were asked why they took CDCC (Table 46), the largest percentage replied that they were in search of job information, thus referring to the "career" aspect of its title. Considerably lower percentages of students had taken the course for improving decision-making or self-awareness. A pragmatic 11 to 14% were interested in it solely for credit. It is interesting to note the 10.3% of the A group who state they were compelled to take the course.

The majority of students in the A/C groups took CDCC when they were in their third year of high school (Table 47), and the B graduates predominantly took the course in their fourth year. In Table 48 it can be seen that most students in three groups expected to receive or had received a full year credit for the course. The percentage of B graduates is lowest in this regard, and somewhat higher in the "half year" category.

TABLE 46

WHY RESPONDENT TOOK CDCC

	Sample			Row Total
	A	B	C	
	%	%	%	N
Don't Know	1.3	5.1	3.7	27
To Get Credit	11.2	14.5	11.6	100
No Choice	10.3	1.4	2.2	36
For Job Information	31.8	28.3	33.5	269
Job Hunting	1.7	2.2	0.9	11
For Educational Information	2.6	0.7	2.2	17
Decision-Making	11.6	14.5	16.3	123
Self-Awareness	7.7	10.9	10.1	80
To Examine Values	3.0	0.0	2.4	18
Life Decision	5.2	8.7	5.2	48
Other	13.7	13.7	12.1	100
TOTAL N =	233	138	465	836

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 47

RESPONDENT'S YEAR WHEN TOOK CDCC

	Sample			Row Total N
	A %	B %	C %	
Year 1	11.3	2.8	5.9	33
Year 2	14.7	4.8	5.9	44
Year 3	53.4	18.6	52.9	172
Year 4	19.7	73.1	32.4	164
Year 5	0.4	0.7	2.9	3
Other	0.4	0.0	0.0	1
TOTAL N =	238	145	34	417

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 48

CREDIT EXPECTED OR RECEIVED

	Sample			Row Total N
	A %	B %	C %	
Full Year	78.2	64.1	75.0	628
Half Year	12.7	25.5	22.7	175
Third Year	3.2	4.1	1.4	20
Two Thirds Year	5.9	6.2	0.8	26
TOTAL N =	220	145	484	849

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

4.3 Students' Evaluations of the Course

In their evaluations of the course, students were presented with a series of statements about CDCC and were asked to mark how strongly they agreed or disagreed with these statements (see Appendix A). These statements refer to the utility of the course with reference to life planning, values, decision-making skills, education, occupations, job qualifications, new attitudes, the future, years of school completed, and long-term goals. Tables 49 to 62 present the tabulations of these results.

The majority of respondents agree or strongly agree that CDCC has helped them to plan their life, with slightly stronger agreement and stronger disagreement on this point among B graduates (Table 49). There is a certain amount of indecision among all of those who have taken CDCC.

The majority also agree and strongly agree that the course has helped them to examine their values, with particular emphasis on this point among B graduates (Table 50). Again the majority in all groups agree and strongly agree that the course has helped to improve their decision-making skills (Table 51). However, a substantial minority, especially among B graduates, disagree or are undecided on this point.

The following three tables (Tables 52, 53, and 54) show similar distributions for those agreeing that the course has been informative concerning education, occupations, and job qualifications; that is students express high degrees of satisfaction and relatively little dissatisfaction or indecision. Thus the "career development" aspect of it appears to have been stressed to most students.

TABLE 49

COURSE HELPS TO PLAN LIFE

	Sample A %	Sample B %	Sample C %	Row Total N
Strongly Agree	10.2	15.0	11.9	102
Agree	46.8	37.9	55.9	432
Undecided	22.1	14.3	22.5	180
Disagree	12.8	28.6	7.7	107
Strongly Disagree	8.1	4.3	2.1	35
TOTAL N =	235	140	481	856

TABLE 50

COURSE EXAMINES VALUES

	Sample A %	Sample B %	Sample C %	Row Total N
Strongly Agree	17.2	30.8	16.2	164
Agree	55.2	42.0	60.9	489
Undecided	16.3	10.5	17.2	138
Disagree	8.8	13.3	4.3	61
Strongly Disagree	2.5	3.5	1.4	18
TOTAL N =	239	143	488	870

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 51

COURSE IMPROVES DECISION-MAKING SKILLS

	Sample A %	 B %	 C %	Row Total N
Strongly Agree	12.1	17.5	18.7	145
Agree	46.7	40.6	52.3	424
Undecided	22.5	18.2	21.2	183
Disagree	14.6	21.0	6.2	95
Strongly Disagree	4.2	2.8	1.6	22
TOTAL N =	240	143	486	869

TABLE 52

COURSE INFORMATIVE ABOUT EDUCATION

	Sample A %	 B %	 C %	Row Total N
Strongly Agree	30.5	32.2	27.3	251
Agree	53.6	46.9	57.6	474
Undecided	5.9	11.2	9.9	78
Disagree	7.5	7.7	4.1	49
Strongly Disagree	2.5	2.1	1.0	14
TOTAL N =	239	143	484	866

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 53

COURSE INFORMATIVE ABOUT OCCUPATIONS

	Sample			Row Total N
	A %	B %	C %	
Strongly Agree	27.3	32.4	29.7	255
Agree	53.4	43.7	51.8	440
Undecided	9.7	7.7	13.2	98
Disagree	7.1	11.3	3.9	52
Strongly Disagree	2.5	4.9	1.4	20
TOTAL N =	238	142	485	865

TABLE 54

COURSE INFORMATIVE ABOUT JOB QUALIFICATIONS

	Sample			Row Total N
	A %	B %	C %	
Strongly Agree	23.0	26.4	21.9	199
Agree	51.9	51.4	57.1	474
Undecided	12.6	4.2	15.5	111
Disagree	10.0	12.5	4.1	62
Strongly Disagree	2.5	5.6	1.2	20
TOTAL N =	239	144	483	866

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

They are considerably less enthusiastic about some of the "personal development" aspects of the course, in the statements asking if the course has examined new attitudes or has helped them to control their future. On the first point, the teachers may not necessarily have discussed the formation of new attitudes, and on the second point the students may not have developed their confidence to the point where they feel they can control their future. The B graduates are more dubious on this score than the A/C students (Table 56).

When respondents were asked about specific decisions they have made, they are somewhat more categorical in their answers. In Table 57 it can be seen that most respondents do not feel that taking CDCC has affected their decisions about the length of their high school program. This is a key finding which emphasized that if CDCC is to have long-reaching effects at the high school level, it will have to be introduced earlier.

The effect of CDCC on the type of job sought appears to be more dramatic (Table 58). Nearly half of the respondents say that it has affected their ideas in this regard. The course certainly appears to be fulfilling its purpose in the career development aspect, from this finding. (The high level of indecision among C respondents in Tables 57 and 58 merely reflects their short exposure to the course).

Tables 59 and 60 are also very encouraging with respect to influence of the course on respondents' long-term goals and the decision to continue education. Approximately half the respondents say the course has definitely influenced them in these two areas. The greater level of indeci-

TABLE 55

COURSE EXAMINES NEW ATTITUDES

	Sample A %	 B %	 C %	Row Total N
Strongly Agree	16.4	22.7	17.7	157
Agree	51.7	40.4	53.6	441
Undecided	18.5	16.3	21.1	170
Disagree	10.5	16.3	6.6	80
Strongly Disagree	2.9	4.3	1.0	18
TOTAL N =	238	141	487	866

TABLE 56

COURSE HELPS RESPONDENT TO CONTROL FUTURE

	Sample A %	 B %	 C %	Row Total N
Strongly Agree	15.5	23.2	19.7	165
Agree	39.3	28.9	47.8	366
Undecided	27.6	20.4	23.0	206
Disagree	12.1	21.8	7.2	95
Strongly Disagree	5.4	5.6	2.3	32
TOTAL N =	239	142	483	864

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 57

COURSE AFFECTS YEARS OF SCHOOL COMPLETED

	Sample A %	Sample B %	Sample C %	Row Total N
Yes	24.7	23.4	20.7	189
No	60.9	70.1	49.0	473
Don't Know	14.5	6.6	30.3	188
TOTAL N =	235	137	478	850

TABLE 58

COURSE AFFECTS TYPE OF JOB SOUGHT

	Sample A %	Sample B %	Sample C %	Row Total N
Yes	44.4	43.2	49.2	402
No	43.6	51.8	29.1	315
Don't Know	12.0	5.0	21.7	140
TOTAL N =	234	139	484	857

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 59

COURSE INFLUENCES LONG-TERM GOALS

	Sample			Row Total N
	A	B	C	
	%	%	%	
Yes	50.8	47.4	49.5	424
No	36.0	41.6	25.1	263
Don't Know	13.1	10.9	25.5	169
TOTAL N =	236	137	483	856

TABLE 60

COURSE AFFECTS DECISION TO CONTINUE EDUCATION

	Sample			Row Total N
	A	B	C	
	%	%	%	
Yes	51.1	56.8	47.6	429
No	41.3	37.4	36.0	323
Don't Know	7.7	5.8	16.4	105
TOTAL N =	235	139	483	857

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

sion regarding its influence on long-term goals probably arises from an honest inability on the part of students to assess its impact, especially if their goals remain vague to them.

They assessed the course's impact as strong on their choice of institution of higher learning and the degree or diploma to which they aspire (Tables 61 and 62). The B graduates are somewhat less emphatic on these two points than the A/C students, but this is probably because they had already made their decisions before taking the course.

In summarizing these students' evaluations of the course to this point, we can say that they feel its impact more in the area of practical "career development", educational, and job-related concerns rather than in the areas of personal self-development and values-formation.

They suggested that the course had been of additional benefit in these two primary areas of job information and the development of self-awareness (Table 63). The B graduates appear to be more satisfied with the job information component than the A/C students. The C students in particular are interested in developing greater skills in decision-making.

When respondents were asked about suggestions for improving the course, they focussed on the three areas of more trips, better materials, and more information on education (Table 64). These suggestions are amplified in the section (Section 4.4) which summarizes their candid comments at the end of the questionnaires. Their second suggestions when coded clustered on more trips, personal visits from workers outside, and better teaching. The following section does far greater justice than these tables to their thoughts on improvements for CDCC.

TABLE 61

COURSE AFFECTS INSTITUTION CHOSEN

	Sample			Row Total N
	A	B	C	
	%	%	%	
Yes	44.1	43.1	37.6	344
No	39.0	29.2	18.9	223
Don't Know	8.5	5.8	24.9	148
No Plans for Further Education	8.5	21.9	18.5	139
TOTAL N =	236	137	481	854

TABLE 62

COURSE AFFECTS TYPE OF DEGREE WANTED

	Sample			Row Total N
	A	B	C	
	%	%	%	
Yes	31.5	25.9	41.0	305
No	43.0	40.0	27.2	285
Don't Know	18.3	11.9	27.6	191
No Plans for Further Education	7.2	22.2	4.2	67
TOTAL N =	235	135	478	848

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 63

ADDITIONAL BENEFITS FROM COURSE

	Sample			Row Total
	A %	B %	C %	N
Don't Know	1.4	2.8	1.9	8
To Get Credit	1.4	0.0	3.9	10
For Job Information	19.7	9.9	19.8	76
Job Hunting	7.0	7.0	3.4	22
For Educational Information	4.9	2.8	2.4	14
Decision-Making	5.6	8.5	18.8	53
Self-Awareness	16.2	16.9	15.9	68
To Examine Values	4.2	2.8	2.4	13
Life Decision	8.5	9.9	8.2	36
Frivolous Response	1.4	1.4	1.0	5
Other	29.6	38.0	22.2	115
TOTAL N =	142	71	207	420

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 64

ADDITIONAL USEFUL INFORMATION

	Sample			Row Total
	A %	B %	C %	N
Respondent Satisfied	12.6	13.2	6.3	25
Personal Visits	7.8	7.5	2.5	14
More Trips	16.5	9.4	5.0	26
Better Materials	8.7	15.1	21.3	34
Better Teaching	2.9	3.8	1.3	6
Individual Attention	4.9	1.9	3.8	9
More Testing	1.0	1.9	0.0	2
Frivolous Response	1.0	1.9	5.0	6
Information on Education	14.6	9.4	8.8	27
Class Career Decision	3.9	7.5	3.8	11
Practical Work	2.9	3.8	2.5	7
Other	23.3	24.5	40.0	69
TOTAL N =	103	53	80	236

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 65

OTHER SUGGESTIONS FOR IMPROVEMENT

	Sample A %	Sample B %	Sample C %	Row Total N
Respondent Satisfied	12.8	9.1	15.4	47
Personal Visits	14.3	11.7	6.0	37
More Trips	20.3	22.1	12.1	62
Better Materials	3.0	0.0	4.7	11
Better Teaching	6.8	18.2	3.4	28
Individual Attention	3.8	6.5	3.4	15
More Testing	0.8	0.0	0.7	2
Frivolous Response	0.8	0.0	5.4	9
Information on Education	0.0	3.9	1.3	5
Class Career Discussions	2.3	1.3	1.3	6
Practical Work	6.0	1.3	3.4	14
Other	29.3	26.0	43.0	123
TOTAL N =	133	77	149	359

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

4.4 A Summary of Students' Comments

As stated previously, we intend to use the comments made by the students at the end of the questionnaire in order to discover their perceptions of the course. In the case of the students who have already completed the course, the information was taken from Questions D8, D9, and D10 on their questionnaire, and for those who are presently taking CDCC, the information was taken from Questions D7, D8, and D9 on their questionnaire. We emphasize strongly the importance we feel should be attached to these comments, and in looking at all of the information compiled, we feel that we should take the advice of one of the students, who suggested in her questionnaire that one should "try not to figure out problems by numbers and columns". In support of this approach, we will present a number of the written appraisals of this programme offered by the students. We believe that the kind of benefits available to students through a course such as this are ones which are difficult to weigh statistically but are nonetheless of utmost importance.

We found upon reviewing the comments made by the students that their evaluations could be divided into four distinct categories:

1) comments dealing with the course solely with respect to its career aspects; that is, the course for these students was strictly a career development course and they have appraised it as such;
2) comments dealing with the course as one which was designed as a personal development course;
3) generally positive comments; and
4) generally negative comments.

With these categories kept in mind, we present the student evaluations of CDCC as they perceived the course.

Generally speaking, most of the students who discussed the course as a career development program either expressed approval of the practical side of their course or a desire for even more practical experience. That is to say, they desire field trips to places of business or, for those interested in furthering their education, to post-secondary institutions. These feelings are demonstrated in such comments as: "I had the privilege of going on a work-week and discovered what I liked and disliked about the secretarial field"; or "The course established the importance of work in relation to leisure time, monies paid and retirement. The course needed a more thorough job-search program or more on-the-job experience"; and also "I learned to communicate more with people. I would like more booklets outlining job programs and qualifications needed, as well as discussions of careers which will be phased out by machines since people do not want to spend years after secondary school to find that what they are qualified for no longer exists. There should be more days out and more visits from speakers." The students want to receive their information, not from textbooks or blackboard notes, but either from their own personal visits to places of interest, or at least from someone qualified to provide them with accurate and up-to-date information. One student expressed this desire quite clearly by saying: "Don't quote just facts and figures - more lectures from people on-the-job".

Some students who have already taken or are taking CDCC have an idea about what they wish to do with their futures and feel that a first-hand look at their chosen field would help them confirm or re-think their choice.

Such comments as the following demonstrate this train of thought: "I have always wanted to do some type of social work but during one visit with the mentally ill I decided that I wasn't capable of such work." Some of the students are very practical about their futures: "I would like to know the advantages and disadvantages of my chosen job, the education required and the salary I can expect." Also: "Teachers should be realistic when talking about getting a job. It is hard and they should say so." Another student felt that there should be a separation of students in the class with respect to individual goals. For example, he stated that those who had already decided on university or college as a means to their goal should be separated from others to avoid confusion. Another student even wished that university-bound students be separated from those planning on community college. Still speaking of separations, it was suggested by some students (all from the same school) that the boys and girls be separated so they could each discuss their own "thing". Another student mentioned that the major benefit she received from the course was her introduction to SGIS through CDCC, and a number of females wished for more concentration on women in the labour market.

A great many students discussed the advantages they gained from now knowing how to present themselves for a job interview, what to expect from an employer and what an employer will expect from a potential employee. It was also requested by many in the course that classes be kept to a small number so that the goals of students can be discussed on an individual basis; along these same lines, they requested that the students have a say in what the course is to be about. They felt that in this way there would not be time wasted on topics of no personal interest to the student. And finally, a large number of students felt that they could not evaluate the course fairly because they had not spent enough time in it by the time the research was conducted.

We would now present the views of those students whose course dealt with personal development. It appears from their comments that in general terms the students gained a greater awareness of themselves as capable and worthwhile human beings who now feel more able to pursue their goals because of this new awareness, as well as being more equipped to make the decisions required of them. This is not to say that all students having taken CDCC know themselves and their desires completely and are totally capable of reaching their goals to a satisfying and successful degree. It is only to say that having taken the course, a lot of the students have had their eyes opened inwardly: they can think somewhat more clearly, and also they now realize that the future is something which must be carefully planned for and they consider themselves able to make these plans. These results are indicated in the many remarks made by the students; they are certainly not all positive remarks but those which have negative overtones will be dealt with later. Several students expressed such feelings as: "I now have an awareness of my own feelings, prejudices and attitudes which has led to my knowing myself better"; or "I have gained the benefit of being more aware of the things going on around me and being able to think with a more creative mind." Another student remarked about her willingness and ability to help and advise friends about decisions and her confidence that she knows what she is talking about regarding employment and education. The gaining of self-confidence is a quality which has been developed among many of the students; it is stated in such remarks as: "I'm more aware of myself, my surroundings. I have more confidence in myself because I had forty-five minutes each day to listen to others but most of all to express my opinion". Other students stated that the course allowed them to become more aware of others - "I learned that everyone is a different individual, therefore I accept them as they are." Also, "It makes you understand the people around you and why they behave as they do."

Others, who had not been in the course very long, expressed what they hoped to gain from the course: "I hope to be able to solve problems without the help of others - this course is good because it lets you speak your thoughts without being put down". Another wished to "find the real me and what I want to do". Others came to the realization that decisions do have to be made and they were made aware of the best ways to handle problems. The handling of social relationships was important to some and the desire for discussions on boy/girl relationships and how to prepare for them was requested.

Many, many students dealt with the teacher as a very important element in CDCC. Unfortunately they did so in a negative way expressing their displeasure either through attacking the teacher's personality or his/her teaching methods. Such statements as "The basic problem in the course was the teacher - not on the same level"; or "...must have a teacher who is interested in the course and the students, ours was not". Also, "we need teachers who will take time to talk to kids about their problems. Get teachers who can teach it, who can organize materials." However, one student went into more detail when describing her displeasure with her teacher: "The only thing I got out of this course was I found out what a drag our teacher was. He was self-ego-tripping and prejudiced against our points of view. He cut off all our ideas and told us his were right".

In order to end this section on a constructive note, we will deal now with the general negative remarks made by the students. These comments ranged from very simple, short unconstructive remarks such as "the only benefit was a credit and 45 minutes sleep every day", or "got a lot of homework done from other classes" or "boring and waste of time" to longer and more thoughtful criticisms. One student stated that the only benefit she received was a visit to a community college. She said too much time was spent on taking attendance and having lectures about attending class. The student therefore felt very bored and got the feeling that she could not spend much more time in school sitting in such classes. Another student felt the course was much too general and that each student has individual needs; he suggested that private sessions with a good counsellor would be much more beneficial. Finally, we would like to quote one student who is obviously very upset with herself and the position she is in: "I didn't receive any benefits. I said to myself 'I'm going to be a secretary for my occupation.' But I don't want to be one, I hate it! I only said that because I knew I had to do something with my life, so I took Typing and Shorthand, I made myself learn it. But doing a job for the rest of your life that you hate is definitely no future or life. I don't know what I want to do or what I'm qualified for, so I don't know where I'll go in life. But career planning is a very helpful and educational course to take. This course is very helpful if a person knows what s(he) wants to do in the future and if s(he) is qualified or capable to do this job. You find this out if you can go on-the-job. It is a good course but I must say that the Guidance Service is terrible when a student has a problem."

In discussing the positive comments made by the students, it should be noted that a great many were discussed in the section dealing with the course as a personal development program. In addition to these remarks students stated that: "The course prepares in the students a readiness to accept people for what they are and also to be able to accept constructive criticism." Variations on this same theme included remarks such as: "I am really glad I took the course - it helped a lot." Included in the positive comments were a great number of requests that the course be taught much earlier than Year 3 or 4. Years suggested for presenting this information ranged as low as Grade 7. Such statements as: "Younger students should be in the course so they can plan their high school program"; or "Should be a full year course for all grades", and finally, "It takes more than one year to learn how to get along with others and understand them and their feelings. Course should be for all grades."

5 Teachers' Perceptions of CDCC

5.1 Introduction

As we emphasized in Chapter I of this report, we considered the teachers' perceptions and evaluations of CDCC to be of paramount importance in any assessment of its impact at this time. It is clear that the course is still in many cases in the pilot stage, and that teachers' efforts to improve their course should be met with encouragement. Any negative comments, therefore, should be considered constructive rather than critical.

When our researchers visited the 21 schools in the sample, they carried out an in-depth interview with teachers lasting from thirty minutes to an hour. The interview was held privately, at the teacher's convenience, either before or after the administration of the questionnaire to the students.

Interviewers were instructed to follow a formal set of questions (see Appendix B) designed not only to obtain relevant factual information on such things as course content and orientation, but also to elicit the more personal reactions and observations of the teachers. All attempts were made to encourage the teachers to talk freely of their experiences, and to accommodate the varied and individualistic responses which would obviously arise.

5.2 A Summary of Teachers' Interview Responses

As stated previously in this report it is felt that the opinions of the teachers as well as those of the students will prove to be very useful information. For this reason, this chapter will concern itself with these personal evaluations; from these we will be able to determine the present effectiveness of CDCC through the eyes of those involved. It is important at the outset to make clear the most widely-expressed feeling among those who have taken on the responsibility of handling a course of this nature. The majority of teachers felt very strongly that this evaluation of their progress was implemented much too early to produce a complete picture. They all felt that the course is still in its experimental stage; in fact, some teachers had only begun their programs as short a time as three weeks prior to investigation. Given these circumstances it is felt by the researchers that a great deal of emphasis should be placed on their perceptions of their plans and goals regarding CDCC.

Before discussing the actual evaluations of the course, it is necessary to indicate immediately that although the course is one which deals with promoting career planning, decision-making skills and increasing self-awareness in general, all teachers have geared their own programs to their perceptions of the needs of their particular students; therefore each school differs in its program.

In answering the question on the contents and general orientation of their program (see Appendix B, Question 2) all of the teachers stated that career development and awareness were major aspects of their course. However, some went into more detail describing the means by which they were trying to promote this. Most of the courses were stressing the changing role of men and women in the world of work and how all students have the right to choose their occupation on the basis of their personal desires rather than past norms. This leaning towards a changing conception of sex roles was most predominant in all-female schools. However, in one of the represented schools, the teacher dealt with the role of women as one of secretaries, nurses, teachers, etc. Most of the teachers have been using psychological and aptitude testing as a means for guiding their students to think what field of work may best suit them; this seemed a popular method among the students. Basically, the general orientation of the course was one which was meant to lead the students towards alternatives available to them. Most classes spent some time with people brought in from the community to discuss their roles in the working world. Most teachers let it be known that their course was one which was designed with their students; that is, the students did have the opportunity to decide what they wished to do with the allotted time spent in the course. The teachers, without exception, were very concerned that this independence and flexibility be maintained as the course progressed.

Physical, emotional and social aspects of the student's self were discussed in many of the schools along with the question of drug use and abuse, and venereal diseases as well as social situations causing stress among today's high school students. A major proportion of the time spent on the course was devoted to possible post-secondary institutions as an alternative to working immediately after completion of secondary school. The teachers have provided this information through field trips to various institutions as well as obtaining volunteers from these places to speak to the students in regard to course planning and flexibility (Appendix B, Question 3).

The majority of the teachers used the CDCC manual provided by the Ministry of Education only as a guideline and in fact a great many devised their own course. As mentioned, the teachers were gratified that they had had the freedom to do as they wished and felt that they and their students benefited from that independence. The teachers who used the manual as a guideline and those who had not, felt it was too theoretical and requested that the information provided by the Ministry be more concrete. They also expressed a desire for some standardized testing materials. It appears that with no exceptions the teachers of CDCC wish to remain autonomous from the Ministry regarding teaching methods, but would appreciate some help in the line of useful and practical material. An interesting observation was made by one of the instructors in answering this part of the questionnaire (Question 3). It was felt that in order to make the CDCC the worthwhile and special course that was intended, the administrators should take into consideration the personality of the teacher concerned. That is to say, teachers believe that not just anyone can teach this course. Moreover they considered it important that the teacher be made very familiar with what he/she was expected to teach. This feeling was strongly emphasized by the students in their evaluations when they voiced some negative feelings, not so much about the course, but about the lack of empathy or feel for the materials among some of the teachers.

We asked the teachers who had taught the CDCC at least one time previous to this year (Appendix B, Question 4) whether they had felt it necessary to refine or change their course with reference to their goals. Of those who had taught the course previously, they had all made some changes - either slightly or radically. One teacher stated that he expected more "academic" students in the course and therefore found that expectations had to be geared down in evaluating projects. Many had definite ideas as to where their course was to lead but found that it was much better to promote spontaneity and place less stress on theories. A few teachers stated that with the course being experimental in its first year, the administration tightened the reins the next year and chose certain students to attend the course - students who were "mixed up," had "bad attitudes," etc. This of course would put a pall on the course and therefore tend to detract from its possibilities.

One of the more negative changes which occurred in one school was the cessation of students going out of the school on three-day work junkets, because of the feeling of the administration that too much school was being missed. Instead of the students being placed in real-life situations, they are being visited in the schools by workers from the community. That was seen as being of lesser utility since practical experience was considered to be of vital importance in a course of this nature.

In examining the changes in general, it appears in some cases that the original intention of providing theories and developing "creative thinking" has given way to helping the students develop an ability to evaluate themselves and their possibilities practically, promoting decision-making skills through role-playing and mostly to providing the students with practical information regarding job opportunities and their necessary qualifications.

Another of the questions (Question 5) tapped teachers' observations as to the students' reaction to the course. It is salutory to compare these with the students' expressed perceptions. When examining the overall picture presented by the teachers, one gets a very positive feeling about the course in general, with, of course, some problems; in fact if there were no problems mentioned we would have to be skeptical of the teachers' evaluations. Our conclusion was that the teachers are genuinely concerned that the course be maintained and feel that it can be a good one once they get over the initial hurdle of re-defining their program to fit the needs of their students in general, and then making it flexible enough to suit each new group of people every year.

The teachers' perceptions of the students' reactions (Question 5) to CDCC were that they believed their students felt generally positive towards the program. One teacher stated that some of her students believed it to be the best course they had ever taken in school and some felt it to be the worst. She stated that the students in Grade 12 related to the course much better than those in Grade 10 and that the latter group felt intimidated by the Grade 12s in their course. Most of the teachers believed that some of their students took the course for what they believed would be an easy credit. Another teacher indicated the frustration felt by some in the course in that the students expected too much from the course; that is to say, they expected to be certain of their career choice by the end of the program and instead found themselves in more of a quandary than when they began the course. This was a result of discovering the many options open to them when they expected perhaps to become much more confident and clearer as to their career plans. These students obviously felt flooded with too much information to handle at one time.

Another response regarding this question was that "kids have dropped it or failed because they weren't ready for it". Several teachers recommended that no student who has put an effort into the work involved in the course should fail and that, in fact, the grading should be on a pass/fail basis. Non-participation in this course is the only means by which a student should not receive a credit.

It is important to note that one teacher perceived anxiety among her students at the beginning of the course regarding making career decisions so early. The students felt this was expected of them, and fortunately the teacher was able to diminish the anxiety by re-defining the purpose of her course. This of course is vital to the success of the program so that the students do not feel pressured into making their peers and their teacher believe that they have made that all-important decision.

A different type of tenseness was apparent to another instructor. He noticed that his students were initially a bit wary as a result of the informality of the program. This is understandable as all novel approaches and new ideas are treated with caution; this same teacher reported that his students were now much more at ease and on their way to "se débrouiller" - "to uncloud oneself and to get oneself onto the right path."

One teacher noted two distinct types of students in his class - one group that was wide open to information because of a lack of knowledge and the other group who had already decided on a career and were looking for confirmation. The first group tended to contribute very little perhaps because they felt ill-equipped to discuss the options open to them simply because they were not aware of these options. This teacher found that with the second group there was a great deal more reaction and interaction because they did have the information available with which to discuss their choices. In a situation such as this it is not possible to state whether one group would benefit from the course more than the other - it is sufficient to say that they both could gain in different ways.

To conclude this part of the teachers' evaluation of the CDCC, we would like to bring up one final point made by an instructor. She stated "some of the stuff's getting too close to them - they back off. Many don't believe that school can be like that. It's a very different kind of course". This teacher found that because of her students guarding themselves against showing feelings that were not usually revealed to a teacher, she found it difficult to build a rapport with some of her students. Because high school students tend to be defensive about revealing themselves to teachers and administrators, it is vital that the instructors chosen to lead this course be aware of this aspect of it. This course is one which deals with feelings, desires, fears, and human beings in general, and is very different from other impersonal substantive courses. For this reason teachers believe that CDCC must be taught by someone who primarily has an empathic and caring feeling for high school students and is tuned in to their needs and wants. The best materials and teaching aids possible are not enough when the teacher is unable to present the information in the proper way.

In the next question (Question 6), we asked the teachers whether there was anything important about their course which they wished to pass on to us. Most of the responses stressed previous comments made as a result of prior questions but some additional ideas are worthy of note.

Two of the teachers believed that the students who have negative or neutral feelings about the course will realize the full value of the course in a few years and that these feelings are not true indicators as to what they gained or will gain from having taken CDCC.

Of the teachers who did respond with new comments, several emphasized the value of on-the-job programs and also the importance of helping students to contact employers and ministry offices regarding apprenticeships.

We received the most negative feedback from the teachers when they answered Question 7 which dealt with the applicability of our research to their particular course. With hardly an exception they stated that the research was premature or else irrelevant to the course being taught. One teacher stated that the emphasis of the research was geared too much to concrete results such as career and educational goals rather than to what he felt was important such as self-discovery and awareness; another stated that the questionnaires could not measure attitude changes and personality changes and gave the example of "cynicism", obviously prevalent in some of his students at the beginning of the course. But as mentioned, the most commonly reported criticism was that we conducted the research much too early in the school year for the teachers or students to evaluate the program fairly.

We received a great deal of information from the teachers in their answers to the last two questions (8 and 9) dealing with their additional comments. One teacher requested that CDCC be made mandatory in all Ontario schools and that the Ministry of Education continue to allow the present freedom; it was also stated that trained counsellors should teach the course. Another suggestion was that texts be provided that are geared to Canadian content rather than having to rely on the usual American information. This same teacher desired workshops for teachers expected to teach this course, more contact with others involved in the course, as well as more contact with companies and occupational settings.

One teacher remarked on the benefits he received from being involved in teaching this course and that was his being kept up-to-date on the latest guidance trends. It was also stated that an essential part of the program is to make it possible for students to counteract social pressures which force them to make quick, superficial decisions concerning a career. A point made by the majority of the teachers involved in CDCC was that the course requires subsidization from the Ministry of Education. This would involve extra money to provide for contemporary visual aids, reprints, personnel and more field trips.

Two of the teachers wished to point out that the title "Career Development" as the name of the course is a misleading one, and the important point is not that "Joe Blow's career choice correspond well with his abilities and developed interests but that he has found himself". One French school was included in our study, and the instructors in this school felt it important to request a full complement of materials for this course in French. It was felt by another teacher that CDCC should never become a substitute for individual counselling, nor should the course be forced on anyone who did not feel comfortable about teaching it. In addition to the above comments, it was also indicated by one of the instructors teaching in a country school that the students in his area have had very little exposure to new ideas so the course required a great deal of input from the teacher and use of outside resources. A difficulty encountered by another teacher was meeting the needs of his two different types of students - those who he perceived as serious about career development, and those who he felt were taking CDCC for an easy credit. Finally, it was suggested very simply that the course not be designed to prepare students specifically for a job, but for living.

5.3 Teachers' Policy Recommendations for CDCC

Based on the information provided through the private interviews held with the teachers presently involved in teaching CDCC, a number of policy recommendations have been compiled. These recommendations are ones which we believe to be valid and to be given serious consideration. The teachers of CDCC recommended that:

1) The independence and flexibility presently enjoyed by the teachers of CDCC should be maintained.

2) The Ministry of Education should have available useful and practical up-to-date materials.

3) The Ministry of Education should not provide material that is too theoretical in content.

4) The textbooks and materials used in CDCC should be of Canadian content, and those schools dealing with French students should have a full complement of French texts and materials available to them.

5) The CDCC should be subsidized by the Ministry of Education in order to provide materials and information not readily available through the school budget.

6) Students of CDCC should be involved along with their teachers in the decisions regarding what their course is to include.

7) There should be a greater promotion of out-of-school work junkets and field trips.

8) The administration should take into consideration the personality of the teacher chosen to lead CDCC. That is, not all persons are suitable to teach this course; the instructor must be familiar with the material as well as being em-

pathetic towards students' needs and desires.

9) Students should not be chosen for CDCC as a result of discipline problems or "poor attitudes".

10) CDCC should be graded on a pass/fail basis rather than numerically. No student who has made an effort should fail.

11) Students should not be made to feel pressured into making a career decision, and this decision should not be the basis for passing or failing the course.

12) CDCC should be an ongoing high-school program commencing before Year 3.

13) CDCC should not become a replacement for individual counselling.

6 Male/Female Differences in the Use of CDCC

6.1 Introduction

Earlier in this report (Chapter 2), when we examined the structural variables that were related to the students' experience with and perceptions of CDCC, there was found to be very little difference between the sample and control groups in regard to geographical, ethnic, socio-economic, and linguistic variables. Since the groups were matched, there was no significant difference by age or school year either. The only structural variables found to be of any major significance in students' reaction to the course was that of sex. (For the record, we also analyzed the data controlling for length of course, and these results are found in Appendix F.) This chapter will deal solely with the male/female differences in:

1) aspirations, expectations, and employment experiences;

2) the decision-making process; and

3) the experience and evaluation of CDCC.

6.2 Aspirations, Expectations, and Employment Experiences of CDCC Respondents

6.2.1 Secondary School Experiences and Short-Term Plans

All the data in the tables in this chapter are presented in as detailed a manner as possible, although we will not necessarily mention every nuance of detail in each table. The results are presented for both the sample and the control groups of the A, B, and C respondents, and controlled for by sex. For information regarding the differences between respondents of one sex in the sample and controls, one reads across the tables; and for information on differences between males and females in either group, one reads down the columns for each part of the table.

On examining the number of high school years that students have completed or expect to complete (Table 66), we note that among the A group more females than males plan on attending five years of high school, whereas the reverse is true among C students. The B graduates have predominantly attended for four years. Among A and C students, males and females, it is notable that the sample students are less likely to want to attend for five years than their control counterparts.

In Table 67, it is seen that the A females aspire more than the A males to an Honour Graduation Diploma, whereas the reverse holds true for C males and females. Again it appears that fewer male and female students presently taking CDCC aspire to an Honour Graduation Diploma than do their control counterparts. The magnitude of the difference is 18 percentage

TABLE 66

COMPLETED HIGH SCHOOL YEARS

(BY SEX)

	A		B		C	
Year	Males %	Control %	Males %	Control %	Males %	Control %
Two	1.6	0.0	8.1	5.0	0.6	0.7
Three	7.8	2.2	2.7	25.0	1.7	1.3
Four	29.7	34.8	86.5	62.5	42.0	26.0
Five	60.9	63.0	2.7	7.5	55.7	72.0
TOTAL N =	64	138	37	40	176	150

	A		B		C	
Year	Females %	Control %	Females %	Control %	Females %	Control %
One	0.6	0.0	0.0	0.0	0.0	0.0
Two	0.0	0.0	2.7	3.0	0.7	0.8
Three	1.7	1.3	10.7	11.0	1.3	1.3
Four	29.4	25.9	85.7	85.0	53.3	38.8
Five	68.4	72.8	0.9	1.0	44.8	59.1
TOTAL N =	177	224	112	100	306	237

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 67

DIPLOMA, CERTIFICATE EXPECTED OR OBTAINED

(BY SEX)

	A		B		C	
	Males %	Control %	Males %	Control %	Males %	Control %
Honour Graduation Diploma	58.2	53.9	0.0	3.7	43.4	61.4
Graduation Diploma	40.0	43.0	96.6	88.9	54.6	37.8
Certificate of Standing	1.8	0.8	0.0	3.7	0.7	0.8
Certificate of Training	0.0	1.6	0.0	3.7	0.7	0.0
Statement of Standing	0.0	0.8	3.4	0.0	0.7	0.0
TOTAL N =	55	128	29	27	152	127

	A		B		C	
	Females %	Control %	Females %	Control %	Females %	Control %
Honour Graduation Diploma	61.4	66.2	3.4	2.3	36.5	51.4
Graduation Diploma	38.6	33.3	94.3	94.2	62.4	44.9
Certificate of Standing	0.0	0.0	0.0	2.3	0.0	0.0
Certificate of Training	0.0	0.5	0.0	0.0	0.7	2.8
Statement of Standing	0.0	0.0	2.3	1.2	0.4	0.9
TOTAL N =	166	216	88	86	274	214

KEY

A = CDCC last year; in school this year

B = CDCC last year, out of school this year

C = CDCC this year

points for both males and females.

Table 68 shows that more males and females among A/C students are intending to look for a job after graduation than their control counterparts, although the A females once again are those who aspire most highly to further education. It appears that the female students who took CDCC in 1973-74 have higher aspirations than the females presently taking it, whereas the aspiration levels of A and C males are similar. The female B graduates are also more interested in further education than the B males.

In Table 69, the distributions for males and females show a greater degree of indecision among males concerning the type of future job envisaged than among females. Moreover the males in the A/C sample groups are far more indecisive relative to their control counterparts than are the female A/C sample students. This is an important finding which indicates that males who take CDCC are generally much less decided on a goal than males who do not take the course. We suggest that this is related to cultural expectations concerning decision-making in males. In our society, males are expected to make up their minds at an earlier age and to be more goal-oriented than are females who are allowed, so to speak, the freedom to be indecisive.

Among the B graduates, there are no significant differences between males and females in finding a job after graduation, except that the sample female group are somewhat more likely to be unemployed (Table 70).

The table for the sector of the job found or envisaged is found on two pages labelled Tables 71a and 71b. We note that males in the

TABLE 68

WHAT RESPONDENT WILL DO/DID AFTER SECONDARY SCHOOL

(BY SEX)

	A		B		C	
	Males %	Control %	Males %	Control %	Males %	Control %
Further Education	41.9	48.9	18.9	17.5	41.8	46.4
Look for Job	17.7	14.4	45.9	62.5	23.2	21.2
Combination of Above	24.2	26.6	24.3	7.5	26.6	16.6
Other	12.9	3.6	10.8	12.5	4.0	5.3
Don't Know	3.2	6.5	0.0	0.0	4.5	10.6
TOTAL N =	62	139	37	40	177	151

	Females %	Control %	Females %	Control %	Females %	Control %
Further Education	58.8	62.8	26.5	37.0	35.0	48.1
Look for Job	16.4	11.1	49.6	39.0	26.9	21.8
Combination of Above	18.6	15.9	8.8	9.0	29.1	21.4
Other	3.4	1.3	15.0	15.0	4.2	2.9
Don't Know	2.8	8.8	0.0	0.0	4.9	5.8
TOTAL N =	177	226	113	100	309	243

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 69

HAS RESPONDENT DECIDED ON JOB AFTER SECONDARY SCHOOL

(BY SEX)

	A		C	
	Male %	Control %	Male %	Control %
No	67.7	53.6	64.7	80.3
Yes	32.3	46.4	35.3	19.7
TOTAL N =	31	69	102	76

	A		C	
	Female %	Control %	Female %	Control %
No	57.8	65.9	59.6	58.6
Yes	42.2	34.1	40.4	41.4
TOTAL N =	64	88	188	116

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 70

HAS RESPONDENT FOUND A JOB
(BY SEX)

	B Male %	Control %
No	3.4	3.2
Yes	96.6	96.8
TOTAL N =	29	31

	B Female %	Control %
No	8.8	3.4
Yes	91.3	96.6
TOTAL N =	80	59

KEY

B = CDCC last year; out of school this year

TABLE 71a

TYPE OF JOB RESPONDENT HAS OR WILL LOOK FOR
(BY SEX)

	A: Sample		B: Sample		C: Sample	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative and related	9.1	0.0	0.0	4.2	7.9	2.6
Natural Science, Engineering, Mathematics	0.0	0.0	4.0	0.0	2.6	0.0
Social Science	0.0	3.1	0.0	0.0	0.0	6.5
Teaching	0.0	0.0	0.0	2.8	0.0	3.9
Religion	0.0	0.0	0.0	0.0	0.0	0.0
Medicine and Health	0.0	9.4	4.0	1.4	2.6	10.4
Artistic	9.1	6.3	0.0	1.4	7.9	9.1
Sports, Recreation	9.1	0.0	0.0	0.0	2.6	2.6
Clerical	9.1	43.8	12.0	59.2	0.0	42.9
Sales	0.0	15.6	4.0	8.5	10.5	3.9
Service	27.3	12.5	4.0	15.5	13.2	10.4
Farming	0.0	0.0	8.0	0.0	2.6	1.3
Fishing	0.0	0.0	0.0	0.0	0.0	0.0
Forestry	0.0	0.0	0.0	0.0	2.6	1.3
Mining	0.0	0.0	4.0	0.0	0.0	0.0
Processing	0.0	0.0	4.0	1.4	0.0	1.3
Machining	0.0	0.0	4.0	0.0	7.9	0.0
Assembling	36.4	0.0	28.0	4.2	13.2	1.3
Construction	0.0	0.0	8.0	0.0	13.2	0.0
Transport	0.0	6.3	12.0	1.4	5.3	2.6
Material-Handling	0.0	0.0	4.0	0.0	0.0	0.0
Other Crafts	0.0	3.1	0.0	0.0	7.9	0.0
TOTAL N =	11	32	25	71	38	77

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 71b

TYPE OF JOB RESPONDENT HAS OR WILL LOOK FOR
(BY SEX)

	A: Control		B: Control		C: Control	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative and related	0.0	6.5	0.0	1.8	0.0	2.4
Natural Science, Engineering, Mathematics	6.9	0.0	0.0	0.0	7.1	0.0
Social Science	0.0	3.2	0.0	0.0	0.0	9.5
Teaching	0.0	3.2	0.0	1.8	0.0	11.9
Religion	0.0	0.0	0.0	0.0	7.1	0.0
Medicine and Health	0.0	6.5	0.0	5.3	0.0	2.4
Artistic	0.0	0.0	0.0	1.8	14.3	0.0
Sports, Recreation	3.4	0.0	0.0	0.0	7.1	4.8
Clerical	0.0	51.6	3.6	64.9	0.0	45.2
Sales	3.4	6.5	10.7	5.3	0.0	4.8
Service	6.9	9.7	21.4	5.3	14.3	14.3
Farming	6.9	6.5	0.0	1.8	0.0	0.0
Fishing	3.4	0.0	0.0	0.0	0.0	0.0
Forestry	0.0	0.0	3.6	0.0	7.1	0.0
Mining	0.0	0.0	0.0	0.0	0.0	0.0
Processing	6.9	0.0	0.0	0.0	0.0	0.0
Machining	13.8	0.0	7.1	3.5	7.1	0.0
Assembling	27.6	3.2	25.0	3.5	0.0	0.0
Construction	6.9	0.0	10.7	1.8	28.6	0.0
Transport	3.4	0.0	3.6	0.0	7.1	2.4
Material-Handling	3.4	0.0	14.3	1.8	0.0	0.0
Other Crafts	6.9	3.2	0.0	1.8	0.0	2.4
TOTAL N =	29	31	28	57	14	42

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

A/C sample are more interested in the top echelon of management and administration than are females. The females are interested in the medical and health, and clerical sectors, while the males show a preference for the service and assembling sectors.

When the prestige level of the job is examined (Table 72), it is seen that no females aspire to jobs with prestige levels over 699. The males expect to obtain or have obtained jobs predominantly in the 1 - 299 and 500 - 599 levels. The comparison of B and A/C males shows that the reality (B) is in the 1 - 299 and 300 - 399 levels, and the aspirations (A/C) in the higher levels. The general level of females' aspirations is lower (in the 400 - 499 range), even though they aspire to more education than do the males. Similarly the realities of actual employment for B female graduates are in the three lowest levels (1 - 499), while the aspirations tend to the 400 - 499 and 500 - 599 levels.

In Table 73, we note that female B graduates are somewhat more likely (27.7%) to consider their present job temporary than male B graduates (21.4%), although the female controls are far more convinced that their present job is permanent (51.1%). Among the A/C students, sample females are less likely than males to consider that their first job is permanent. The female B graduates (Table 74) are also more likely than male B graduates to feel their job is well-suited to them.

TABLE 72

PRESTIGE RANK OF JOB RESPONDENT HAS OR WILL LOOK FOR (BY SEX)

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
1 - 299	36.4	10.3	48.0	60.7	16.2	28.6
300 - 399	18.2	17.2	32.0	17.9	16.2	21.4
400 - 499	9.1	24.1	8.0	10.7	32.4	7.1
500 - 599	36.4	27.6	4.0	10.7	21.6	14.3
600 - 699	0.0	20.7	8.0	0.0	8.1	28.6
700 - 998	0.0	0.0	0.0	0.0	5.4	0.0
TOTAL N =	11	29	25	28	37	14

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
1 - 299	15.6	6.7	22.2	14.0	2.6	10.0
300 - 399	18.8	23.3	34.7	28.1	17.1	10.0
400 - 499	37.5	50.0	36.1	50.9	44.7	50.0
500 - 599	28.1	13.3	4.2	3.5	22.4	20.0
600 - 699	0.0	6.7	2.8	3.5	13.2	10.0
TOTAL N =	32	30	72	57	76	40

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 73

JOB PERMANENT OR TEMPORARY

(BY SEX)

	A		B		C	
	Males %	Control %	Males %	Control %	Males %	Control %
Permanent	40.0	40.4	21.4	28.6	48.0	34.8
Temporary	60.0	59.6	78.6	71.4	52.0	65.2
TOTAL N =	25	57	28	28	75	46

	A		B		C	
	Females %	Control %	Females %	Control %	Females %	Control %
Permanent	37.3	31.3	27.7	51.1	37.7	43.2
Temporary	62.7	68.8	72.3	48.9	62.3	56.8
TOTAL N =	51	48	65	47	114	74

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 74

JOB WELL-SUITED TO RESPONDENT

(BY SEX)

	B Female %	Control %
Yes	47.8	62.8
No	30.4	11.6
Not Sure	21.7	25.6
TOTAL N =	46	43

	B Male %	Control %
Yes	41.2	40.9
No	52.9	40.9
Not Sure	5.9	18.2
TOTAL N =	17	22

KEY

B = CDCC last year; out of school this year

6.2.2 Post-Secondary Aspirations and Long-Term Goals

When we examine the aspirations of males and females for post-secondary education (Table 75), we see that the males are somewhat more likely than females to aspire to a university education and that the females are much more likely than males to aspire to attend community colleges. There is still quite a degree of indecision on this point among males and females, however.

Tables 76a and 76b show that more females expect to obtain a community college diploma than do males; but that males are more likely to choose a three-year community college course whereas females prefer a two-year course. More males than females aspire to a university degree.

There is a high level of indecision among both males and females concerning a job after post-secondary graduation (Table 77). However, it is interesting to note that it is even higher among males than females. This is probably because the males aspire to more years of post-secondary education and are keeping their options open, whereas the females are focussed on a shorter education and a more stereotyped occupation.

The examination of the job sector (Tables 78a, 78b) shows far more clustering into a narrower range of sectors for females than for males. The sample females aspire to occupations in the medical, teaching, and clerical sectors, while the males aspire to a wider range of choices, focussing in particular on the managerial, service, machining, and assembling sectors. The aspirations of C males taking CDCC this year are somewhat lower than those of the A males.

TABLE 75

POST-SECONDARY INSTITUTE RESPONDENT
ENTERED, WILL ENTER
(BY SEX)

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
Community College	33.3	36.7	81.8	60.0	34.4	22.9
University	36.8	40.6	0.0	5.7	38.4	49.6
Secondary School	12.3	5.5	0.0	0.0	1.3	3.8
Other	7.0	0.8	6.1	14.3	3.3	1.5
Undecided	10.5	16.4	12.1	20.0	22.5	22.1
TOTAL N =	57	128	33	35	151	131

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
Community College	42.7	26.9	70.5	73.5	45.5	30.1
University	36.3	50.0	8.0	8.4	29.2	46.6
Secondary School	4.5	2.9	0.0	0.0	0.8	0.5
Other	1.9	3.8	11.4	10.8	3.5	5.3
Undecided	14.6	16.3	10.2	7.2	21.0	17.5
TOTAL N =	157	208	88	83	257	206

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE 76a

POST-SECONDARY DEGREE OR DIPLOMA EXPECTED

(BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
Community College - 1 Year	3.0	1.8	5.8	8.3	5.1	3.6
Community College - 2 Year	21.2	13.8	52.2	52.8	20.4	13.9
Community College - 3 Year	5.3	6.6	5.8	12.5	6.1	5.4
Community College - Other	1.5	0.0	5.8	4.2	2.0	1.8
Community College - Undecided	15.9	10.8	15.9	6.9	24.5	13.3
University - Undergraduate Degree	25.0	32.9	5.8	5.6	16.8	30.7
University - Graduate Degree	2.3	6.0	2.9	2.8	2.6	2.4
University - Undecided	19.7	23.4	1.4	2.8	15.8	23.5
Other Post-Secondary Institution	1.5	1.8	2.9	2.8	0.5	1.2
Secondary School	4.5	3.0	1.4	1.4	6.1	4.2
TOTAL N =	132	167	69	72	196	166

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 76b

POST-SECONDARY DEGREE OR DIPLOMA EXPECTED
(BY SEX)

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
Community College - 1 Year	0.0	1.0	0.0	3.8	0.9	1.0
Community College - 2 Year	10.0	9.8	44.8	19.2	9.5	2.0
Community College - 3 Year	10.0	14.7	13.8	26.9	15.5	8.0
Community College - Other	8.0	1.0	10.3	3.8	1.7	0.0
Community College - Undecided	10.0	14.7	24.1	34.6	17.2	21.0
University - Undergraduate Degree	30.0	28.4	0.0	3.8	19.8	18.0
University - Graduate Degree	6.0	6.9	0.0	0.0	5.2	5.0
University - Undecided	16.0	16.7	0.0	0.0	25.0	40.0
Other Post-Secondary Institution	0.0	2.0	3.4	3.8	0.9	2.0
Secondary School	10.0	4.9	3.4	3.8	4.3	3.0
TOTAL N =	50	102	29	26	116	100

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 77

HAS RESPONDENT DECIDED ON JOB AFTER POST-SECONDARY EDUCATION

(BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
No	55.2	55.5	35.8	31.9	58.6	55.4
Yes	44.8	44.5	64.2	68.1	41.4	44.6
TOTAL N =	145	182	81	72	239	195

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
No	64.9	63.8	41.9	50.0	63.2	71.7
Yes	35.1	36.2	58.1	50.0	36.8	28.3
TOTAL N =	57	116	31	28	144	127

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 78a

TYPE OF JOB RESPONDENT WILL SEEK AFTER POST-SECONDARY EDUCATION

(BY SEX)

	A: Sample		B: Sample		C: Sample	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative	15.0	5.6	17.6	6.1	8.2	1.8
Natural Science, Engineering, Mathematics	0.0	2.8	11.8	2.0	16.3	2.7
Social Science	5.0	12.7	0.0	6.1	0.0	12.5
Teaching	5.0	14.1	0.0	18.4	4.1	13.4
Medicine, Health	10.0	23.9	0.0	26.5	4.1	24.1
Artistic	5.0	7.0	5.9	4.1	8.2	8.0
Sports, Recreation	5.0	2.8	0.0	0.0	0.0	3.6
Clerical	10.0	15.5	5.9	34.7	2.0	11.6
Sales	0.0	1.4	5.9	2.0	6.1	0.9
Service	25.0	14.1	11.8	0.0	16.3	15.2
Farming	0.0	0.0	0.0	0.0	0.0	0.0
Forestry	0.0	0.0	0.0	0.0	6.1	0.9
Processing	0.0	0.0	0.0	0.0	0.0	0.9
Machining	5.0	0.0	11.8	0.0	4.1	0.0
Assembling	10.0	0.0	17.6	0.0	6.1	0.9
Construction	5.0	0.0	5.9	0.0	2.0	0.0
Transport	0.0	0.0	5.9	0.0	12.2	1.8
Other Crafts	0.0	0.0	0.0	0.0	4.1	1.8
TOTAL N =	20	71	17	49	49	112

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 78b

TYPE OF JOB RESPONDENT WILL SEEK
AFTER POST-SECONDARY EDUCATION
(BY SEX)

	A: Control		B: Control		C: Control	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative	2.6	3.8	14.3	4.1	2.8	0.0
Natural Science, Engineering, Mathematics	20.5	1.3	0.0	2.0	11.1	1.1
Social Science	7.7	10.0	0.0	2.0	8.3	9.8
Teaching	2.6	18.8	0.0	8.2	0.0	18.5
Medicine, Health	7.7	37.5	0.0	26.5	5.6	32.6
Artistic	7.7	8.8	7.1	12.2	5.6	9.8
Sports, Recreation	0.0	1.3	0.0	4.1	0.0	3.3
Clerical	0.0	11.3	7.1	26.5	0.0	19.6
Sales	0.0	0.0	7.1	0.0	0.0	0.0
Service	7.7	6.3	7.1	12.2	19.4	5.4
Farming	7.7	1.3	0.0	2.0	2.8	0.0
Forestry	2.6	0.0	21.4	0.0	16.7	0.0
Processing	0.0	0.0	0.0	0.0	0.0	0.0
Machining	5.1	0.0	0.0	0.0	2.8	0.0
Assembling	5.1	0.0	35.7	0.0	2.8	0.0
Construction	7.7	0.0	0.0	0.0	5.6	0.0
Transport	10.3	0.0	0.0	0.0	11.1	0.0
Other Crafts	5.1	0.0	0.0	0.0	5.6	0.0
TOTAL N =	39	80	14	49	36	92

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

The prestige level of job envisaged after post-secondary education (Table 79) reflects a somewhat different pattern of male/female differences than in Table 72 for the job sought after secondary education. The aspirations of the females are as high as or higher than those of the males in the 500 - 599, 600 - 699, and 700 - 998 levels. We can advance several explanations for this result. Firstly, the stereotyped occupations to which females aspire in the clerical, teaching, and nursing fields are in the "respectable middle-class" levels and would not be shown in the lower ranks. Secondly, females who do aspire to higher levels may have more determination than males aspiring to similar levels, since they are a more select group. Thirdly, the males taking CDCC have been shown to have lower aspirations than their control counterparts.

In Table 80, it is seen that female B respondents are considerably more emphatic than males that their post-secondary program is suited to them.

Turning to the tables concerning long-term goals, we see distinct male/female differences. Table 81 shows that males are more likely than females to be planning on a full-time job at age 35. However, it should be emphasized that nearly half of all females, both sample and controls, plan to be working full-time. The females in all groups are more likely than males to be planning on being at home or doing some combination of outside work and home duties. The males certainly do not see household duties as a significant part of their responsibilities. The level of indecision regarding long-term goals is far higher among males than among females. Either the males are

TABLE 79

PRESTIGE RANK OF JOB SOUGHT AFTER POST-SECONDARY EDUCATION (BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
1 - 299	1.4	0.0	2.0	2.0	3.6	2.2
300 - 399	11.3	5.0	6.0	8.2	6.3	8.8
400 - 499	14.1	17.5	36.0	40.8	17.1	17.6
500 - 599	35.2	17.5	30.0	20.4	35.1	26.4
600 - 699	26.8	42.5	24.0	28.6	31.5	28.6
700 - 998	11.3	17.5	2.0	0.0	6.3	16.5
TOTAL N =	71	80	50	49	111	91

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
1 - 299	5.0	2.6	0.0	7.1	0.0	13.9
300 - 399	5.0	5.3	11.8	35.7	10.2	5.6
400 - 499	35.0	13.2	23.5	14.3	18.4	5.6
500 - 599	25.0	10.5	47.1	21.4	22.4	11.1
600 - 699	20.0	34.2	17.6	21.4	32.7	50.0
700 - 998	10.0	34.2	0.0	0.0	16.3	13.9
TOTAL N =	20	38	17	14	49	36

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 80

POST-SECONDARY PROGRAM SUITED TO RESPONDENT

(BY SEX)

	B	
	Male	Control
	%	%
Yes	68.8	53.3
No	12.5	20.0
Not Sure	18.8	26.7
TOTAL N =	16	15

	B	
	Female	Control
	%	%
Yes	73.3	69.8
No	11.1	9.4
Not Sure	15.6	20.8
TOTAL N =	45	53

KEY

B = CDCC last year; out of school this year

TABLE 81

WHAT RESPONDENT WILL DO AT AGE 35
(BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
Full-time job	47.3	48.1	34.3	33.0	46.6	52.8
Part-time job	1.2	0.5	5.6	6.4	0.0	0.9
Housewife/Husband	10.1	10.3	4.6	8.5	13.4	13.7
Combination Work/ Home	25.4	14.0	20.4	21.3	18.8	21.0
General Response	3.0	10.7	12.0	6.4	7.4	3.0
Frivolous Response	0.6	2.3	0.0	0.0	3.7	3.4
Undecided	12.4	14.0	23.1	24.5	10.1	5.2
TOTAL N =	169	214	108	94	298	233

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
Full-time job	53.3	61.2	47.2	34.2	61.4	54.6
Part-time job	1.7	0.0	16.7	10.5	0.0	0.8
Housewife/Husband	0.0	0.9	0.0	0.0	0.0	0.0
Combination Work/ Home	3.3	0.9	0.0	2.6	2.0	0.8
General Response	8.3	12.9	11.1	21.1	11.8	16.2
Frivolous Response	3.3	7.8	0.0	0.0	2.0	8.5
Undecided	30.0	16.4	25.0	31.6	22.9	19.2
TOTAL N =	60	116	36	38	153	130

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

really indecisive about their job, or they do not have the household responsibilities role to fall back on as do the females.

The sector of the long-term goal (Tables 82a, 82b) shows the generally prevalent wish for upward social mobility as evidenced in Chapter 2. It also demonstrates the male/female split in the job sector, with females still predominantly represented in social science, teaching, nursing and clerical sectors. The males are more heavily represented in the managerial, engineering, service, assembling, construction, and transport sectors. If so many of the females will in fact be occupied with household responsibilities at age 35, we predict less upward social mobility for them as individuals than for the males, although they may acquire mobility through their husbands. Also we emphasize that many of the jobs chosen by the males in the skilled trade sectors do not offer substantial opportunities for advancement.

The prestige level of the job envisaged by age 35 (Table 83) shows some evidence of more social mobility for males than for females, with more males in the highest two levels.

TABLE 82a

TYPE OF JOB RESPONDENT WILL HAVE AT AGE 35

(BY SEX)

	A: Sample		B: Sample		C: Sample	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative	13.3	9.9	13.0	11.8	9.6	3.5
Natural Science, Engineering, Mathematics	6.7	3.3	4.3	3.9	8.4	2.8
Social Science	13.3	11.0	0.0	11.8	3.6	19.6
Religion	3.3	0.0	0.0	0.0	0.0	0.0
Teaching	10.0	16.5	0.0	11.8	2.4	16.1
Medicine and Health	10.0	27.5	0.0	19.6	8.4	13.3
Artistic	3.3	3.3	0.0	9.8	8.4	9.1
Sports, Recreation	3.3	4.4	4.3	2.0	6.0	2.8
Clerical	3.3	13.2	4.3	15.7	1.2	11.9
Sales	0.0	1.1	8.7	7.8	3.6	4.2
Service	13.3	9.9	17.4	3.9	12.0	11.9
Farming	0.0	0.0	4.3	0.0	7.2	2.8
Forestry	0.0	0.0	0.0	0.0	3.6	0.7
Processing	0.0	0.0	0.0	0.0	0.0	0.0
Mining	0.0	0.0	0.0	0.0	0.0	0.0
Machining	0.0	0.0	8.7	0.0	3.6	0.0
Assembling	16.7	0.0	13.0	0.0	7.2	0.0
Construction	3.3	0.0	13.0	0.0	2.4	0.0
Transport	0.0	0.0	4.3	2.0	7.2	0.7
Material Handling	0.0	0.0	0.0	0.0	0.0	0.0
Other Crafts	0.0	0.0	4.3	0.0	4.8	0.7
TOTAL N =	30	91	23	51	83	143

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 82b

TYPE OF JOB RESPONDENT WILL HAVE AT AGE 35
(BY SEX)

	A: Control		B: Control		C: Control	
	Male %	Female %	Male %	Female %	Male %	Female %
Managerial, Administrative	12.3	5.5	5.9	4.3	12.7	0.0
Natural Science, Engineering, Mathematics	23.1	2.7	5.9	2.1	11.1	5.1
Social Science	6.2	10.0	0.0	2.1	9.5	11.8
Religion	0.0	0.0	0.0	0.0	1.6	0.0
Teaching	3.1	16.4	0.0	21.3	3.2	17.6
Medicine and Health	9.2	29.1	0.0	21.3	6.3	31.6
Artistic	12.3	12.7	5.9	4.3	4.8	7.4
Sports, Recreation	3.1	0.9	0.0	0.0	0.0	2.9
Clerical	0.0	12.7	5.9	29.8	0.0	12.5
Sales	1.5	1.8	5.9	2.1	1.6	0.0
Service	3.1	5.5	17.6	8.5	11.1	6.6
Farming	7.7	2.7	0.0	2.1	4.8	2.2
Forestry	1.5	0.0	5.9	0.0	6.3	0.0
Processing	0.0	0.0	0.0	0.0	0.0	0.0
Mining	0.0	0.0	0.0	0.0	1.6	0.0
Machining	1.5	0.0	0.0	0.0	1.6	0.0
Assembling	6.2	0.0	23.5	0.0	6.3	0.0
Construction	6.2	0.0	11.8	0.0	4.8	0.0
Transport	3.1	0.0	0.0	2.1	6.3	1.5
Material Handling	0.0	0.0	5.9	0.0	0.0	0.0
Other Crafts	0.0	0.0	5.9	0.0	6.3	0.7
TOTAL N =	65	110	17	47	63	136

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 83

PRESTIGE RANK OF JOB HELD AT AGE 35
(BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
1 - 299	1.1	0.9	1.9	2.1	5.7	2.9
300 - 399	6.6	1.8	7.7	4.3	5.0	2.9
400 - 499	18.7	12.6	23.1	36.2	17.0	21.3
500 - 599	28.6	18.9	36.5	25.5	36.9	23.5
600 - 699	28.6	37.8	28.8	31.9	27.0	25.0
700 - 998	16.5	27.9	1.9	0.0	8.5	24.3
TOTAL N =	91	111	52	47	141	136

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
1 - 299	0.0	1.6	4.3	5.9	0.0	0.0
300 - 399	3.3	3.1	4.3	17.6	4.7	4.8
400 - 499	20.0	18.8	34.8	35.3	26.7	17.7
500 - 599	20.0	15.6	43.5	35.3	24.4	17.7
600 - 699	36.7	28.1	8.7	5.9	27.9	35.5
700 - 998	20.0	32.8	4.3	0.0	16.3	24.2
TOTAL N =	30	64	23	17	86	62

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

6.2.3 The Decision-Making Process

We expect to find differences in the perceptions of male and female students regarding the decision-making process, for several reasons. Firstly, males and females in this society have different kinds of decisions to make, and they have to take different factors into account when making these decisions. Secondly, we have already demonstrated the differential degree of decisiveness in the males and females in this particular sample. Thirdly, the males taking CDCC have been shown to be more indecisive than their control counterparts.

Tables 84a, 84b show that the A female students claim to have been considerably more influenced by parents than males were, although these differences do not show across the board. In fact, if we bear in mind other tables in this chapter, we see that parents' influence seems to be stronger for students planning to continue their education (as the A sample females and the C control males are, for example). However, the pattern of influence for males and females shows a similar distribution in other categories, except that females are more enthusiastic about the influence of CDCC. As is consistent with results in tables in Chapter Two (Tables 41, 42, 43), the influence of particularistic sources declines for second and third choices, and that of universalistic sources increases.

When asked if they felt they had had enough information available to them to make their decisions, the male respondents were more likely than the females to respond in the affirmative (Table 85), especially among B graduates. It appears that CDCC has been found of benefit in decision-making by both male and female B graduates. However, the A/C students who have not yet left school are unwilling to commit themselves, and express a large amount of indecision.

TABLE 84a

FIRST MOST IMPORTANT INFLUENCE REGARDING RESPONDENT'S FUTURE

(BY SEX)

	A		B		C	
	Female	Control	Female	Control	Female	Control
	%	%	%	%	%	%
Parents, Relatives	42.0	43.3	26.9	25.5	37.4	44.6
Own Friends	5.7	12.1	11.1	5.1	10.2	9.9
Family Friends	4.0	1.3	1.9	1.0	4.3	2.6
Counsellors	2.8	3.1	6.5	7.1	4.3	3.9
Teachers	3.4	4.9	6.5	7.1	3.9	4.3
Manpower	0.0	0.0	1.9	1.0	0.0	0.0
Previous Jobs	10.2	9.4	11.1	9.2	7.2	4.7
Libraries	0.6	1.8	1.9	2.0	1.3	0.4
Newspapers	1.1	1.3	0.9	0.0	1.3	1.7
SGIS	2.3	1.8	3.7	7.1	3.0	3.0
CDCC	13.6	0.9	9.3	3.1	5.2	0.9
Own Interests	9.1	8.9	13.9	18.4	7.9	14.6
Other	4.0	6.7	2.8	5.1	5.6	5.6
Don't Know	1.1	4.5	1.9	8.2	8.5	3.9
TOTAL N =	176	224	108	98	305	233

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 84b

FIRST MOST IMPORTANT INFLUENCE REGARDING RESPONDENT'S FUTURE

(BY SEX)

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
Parents, Relatives	36.5	33.1	24.3	39.5	37.0	46.7
Own Friends	9.5	10.5	10.8	5.3	11.0	7.3
Family Friends	4.8	2.3	5.4	2.6	4.0	2.0
Counsellors	4.8	0.0	2.7	0.0	6.4	3.3
Teachers	1.6	7.5	8.1	2.6	2.9	2.7
Manpower	0.0	0.0	2.7	0.0	0.6	0.0
Previous Jobs	9.5	12.8	10.8	18.4	9.8	8.0
Libraries	0.0	0.8	0.0	0.0	1.2	1.3
Newspapers	3.2	0.8	0.0	2.6	1.2	1.3
SGIS	4.8	3.8	0.0	2.6	2.3	0.7
CDCC	9.5	0.0	8.1	0.0	2.3	3.3
Own Interests	1.6	16.5	13.5	15.8	4.6	10.0
Other	4.8	5.3	5.4	0.0	3.5	6.0
Don't Know	9.5	6.8	8.1	10.5	13.3	7.3
TOTAL N =	63	133	37	38	173	150

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 85

WAS ENOUGH INFORMATION AVAILABLE TO YOU
(BY SEX)

	A		B		C	
	Female	Control	Female	Control	Female	Control
	%	%	%	%	%	%
Yes	48.0	42.0	60.5	55.4	34.4	39.6
No	28.6	33.6	27.2	30.7	37.0	39.2
Not Sure	23.4	24.3	12.3	13.9	28.5	21.3
TOTAL N =	175	226	114	101	305	240

	A		B		C	
	Male	Control	Male	Control	Male	Control
	%	%	%	%	%	%
Yes	48.4	42.5	75.7	53.8	40.8	30.1
No	25.0	34.3	18.9	38.5	33.0	30.8
Not Sure	26.6	23.1	5.4	7.7	26.3	39.0
TOTAL N =	64	134	37	39	179	146

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

In the tables (86a,.86b) on further suggestions for guidance services, more males than females pronounce themselves satisfied, especially in the A and B groups. There is a greater demand among females for better guidance materials and among males for information on education.

TABLE 86a

RESPONDENTS' SUGGESTIONS FOR NEW KINDS OF GUIDANCE SERVICES

(BY SEX)

	A		B		C	
	Female %	Control %	Female %	Control %	Female %	Control %
Respondent Satisfied	15.6	8.0	13.6	16.9	13.6	22.2
Personal Visits	11.9	10.9	14.8	8.5	8.2	10.3
More Trips	11.9	8.8	9.9	5.6	8.2	9.5
Better Materials	16.5	23.4	16.0	19.7	24.5	13.5
Better Teaching	7.3	13.9	8.6	8.5	1.8	5.6
Individual Attention	4.6	7.3	8.6	15.5	0.9	4.0
More Testing	0.9	0.7	1.2	2.8	0.9	0.0
Frivolous Response	0.0	0.0	0.0	0.0	0.9	2.4
Information on Education	3.7	8.0	6.2	2.8	0.9	5.6
Class Career Discussions	3.7	3.6	0.0	1.4	1.8	1.6
Practical Work	6.4	2.2	1.2	1.4	0.9	0.8
Other	17.4	13.1	19.8	16.9	37.3	24.6
TOTAL N =	109	137	81	71	110	126

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 86b

RESPONDENTS' SUGGESTIONS FOR NEW KINDS OF GUIDANCE SERVICES

(BY SEX)

	A		B		C	
	Male %	Control %	Male %	Control %	Male %	Control %
Respondent Satisfied	27.6	22.2	26.3	3.6	17.6	20.4
Personal Visits	10.3	0.0	15.8	7.1	7.8	4.1
More Trips	6.9	4.4	5.3	14.3	3.9	4.1
Better Materials	6.9	20.0	0.0	21.4	19.6	18.4
Better Teaching	3.4	8.9	5.3	3.6	2.0	4.1
Individual Attention	3.4	4.4	10.5	7.1	9.8	4.1
More Testing	3.4	0.0	0.0	0.0	2.0	2.0
Frivolous Response	0.0	6.7	0.0	0.0	2.0	2.0
Information on Education	13.8	2.2	0.0	7.1	2.0	12.2
Class Career Discussions	3.4	0.0	0.0	0.0	2.0	0.0
Practical Work	3.4	0.0	0.0	7.1	3.9	2.0
Other	17.2	31.1	36.8	28.6	27.5	26.5
TOTAL N =	29	45	19	28	51	49

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

6.3 The Experience and Evaluation of CDCC

The predominant reason why students take CDCC is to gain access to job information, with slightly more interest in this area on the part of females (Table 87). Females are also considerably more interested in it to acquire decision-making skills than are males, especially in the C group. The males are more pragmatic about having taken it solely to gain a course credit.

The distributions for the year when CDCC was taken (Table 88) show that the major difference in year is between the B graduates and the A/C students, rather than between the sexes. However, females are slightly more likely to have taken it in Year 3, and males in Year 4.

In the tables on students' specific evaluations of CDCC, data are presented showing whether students predominantly agree or disagree with certain statements in the questionnaire (see Appendix A). In Chapter 4, the categories are shown as in the original question - strongly agree, agree, not sure, disagree, strongly disagree; however, in these tables, the first two categories and the last three are collapsed.

When students were asked if the course helped to plan their life (Table 89) there is little significant difference in response by males and females, with the exception of a higher amount of agreement among C females. The majority of males and females likewise agree that the course has helped them to examine their values (Table 90). It is interesting to note with reference to decision-making skills that the A/C males are more convinced of the course's utility in this area than the females, although the B males are much less convinced (Table 91).

TABLE 87

WHY RESPONDENT TOOK CDCC

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Don't Know	0.6	3.3	5.6	3.2	3.4	4.2
To Get Credit	9.2	16.7	14.0	16.1	9.5	15.2
No Choice	8.7	15.0	0.9	3.2	1.7	1.8
For Job Information	34.1	25.0	29.0	25.8	33.4	34.5
Job Hunting	1.7	1.7	1.9	3.2	0.7	1.2
For Educational Information	2.3	3.3	0.9	0.0	2.7	1.2
Decision-Making Skills	12.1	10.0	15.0	12.9	20.6	8.5
Self-Awareness	9.8	1.7	10.3	12.9	11.8	7.3
To Examine Values	1.7	6.7	0.0	0.0	1.7	3.6
Life Decision	4.6	6.7	7.5	12.9	4.7	6.1
Frivolous Response	0.0	1.7	1.9	0.0	1.0	0.6
Other	15.0	8.3	13.1	9.7	8.8	15.8
TOTAL N =	173	60	107	31	296	165

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 88

YEAR RESPONDENT TOOK CDCC

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Year 1	11.4	11.3	2.7	2.9	11.1	0.0
Year 2	13.1	19.4	3.6	8.6	5.6	6.3
Year 3	56.0	46.8	20.9	11.4	55.6	50.0
Year 4	19.4	21.0	71.8	77.1	22.2	43.8
Year 5	0.0	1.6	0.9	0.0	5.6	0.0
TOTAL N =	175	62	110	35	18	16

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 89

COURSE HELPED PLAN LIFE

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Agree	55.5	61.3	50.5	60.6	70.1	64.7
Disagree	44.5	38.7	49.5	39.4	29.9	35.3
TOTAL N =	173	62	107	33	304	173

TABLE 90

COURSE EXAMINES VALUES

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Agree	71.4	75.0	75.9	62.9	79.5	73.4
Disagree	28.6	25.0	24.1	37.1	20.5	26.6
TOTAL N =	175	64	108	35	307	177

TABLE 91

COURSE IMPROVES DECISION-MAKING SKILLS

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Agree	56.3	65.6	59.3	54.3	69.6	74.4
Disagree	43.8	34.4	40.7	45.7	30.4	25.6
TOTAL N =	176	64	108	35	306	176

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

There is slightly more agreement among females than males that new attitudes were examined in CDCC (Table 92) and that the course has helped them to control their future (Table 93). This may reflect a desire on the part of some females for more information on changing attitudes to women in the labour force and consequently an improved ability to make choices for the future.

In terms of the informativeness of CDCC regarding job qualifications, females are more favourable than males (Table 94). There could be two reasons for this: firstly, the stereotyped and less diverse occupations chosen by females would probably be covered in the material taught for CDCC; secondly, the males may have wanted information on job qualifications for more long-range goals than did females.

Females in the A and C groups are more satisfied than males that the course was informative regarding education, probably for the same reasons as in the preceding paragraph (Table 95). The B females are somewhat less satisfied than B males. The same differences hold in the table concerning occupations (Table 96).

When asked whether the course had affected years of school completed, females (except for C) are more likely than males to answer "Yes" (Table 97), although a sizeable minority of respondents are undecided. Likewise more females than males say that it has affected the type of job they seek (Table 98). Thus it appears that for females' plans the course does have more short-term impact than it does for males' plans. However females seem to be quite realistic about its possible lack of impact on their long-term goals (Table 99), since considerably more of them than males waive judgment on its long-term impact. Likewise females are slightly less likely than males to acknowledge any effect the course might have on their decision to continue their further education (Table 100).

TABLE 92

COURSE EXAMINES NEW ATTITUDES

	A		B		C	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
Agree	69.7	63.5	63.2	62.9	74.8	65.0
Disagree	30.3	36.5	36.8	37.1	25.2	35.0
TOTAL N =	175	63	106	35	306	177

TABLE 93

COURSE HELPS RESPONDENT TO CONTROL FUTURE

	A		B		C	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
Agree	56.0	51.6	52.3	51.4	70.0	63.6
Disagree	44.0	48.4	47.7	48.6	30.0	36.4
TOTAL N =	175	64	107	35	303	176

TABLE 94

COURSE INFORMATIVE REGARDING JOB QUALIFICATIONS

	A		B		C	
	Female	Male	Female	Male	Female	Male
	%	%	%	%	%	%
Agree	77.7	67.2	79.8	71.4	80.1	77.4
Disagree	22.3	32.8	20.2	28.6	19.9	22.6
TOTAL N =	175	64	109	35	302	177

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 95

COURSE INFORMATIVE REGARDING EDUCATION

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Agree	84.6	82.8	76.9	85.7	86.8	82.5
Disagree	15.4	17.2	23.1	14.3	13.2	17.5
TOTAL N =	175	64	108	35	303	177

TABLE 96

COURSE INFORMATIVE REGARDING OCCUPATIONS

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Agree	82.2	76.6	75.0	79.4	83.0	79.0
Disagree	17.8	23.4	25.0	20.6	17.0	21.0
TOTAL N =	174	64	108	34	305	176

TABLE 97

COURSE AFFECTS YEARS OF SCHOOL COMPLETED

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	28.9	12.9	24.5	20.0	20.1	21.7
No	56.6	72.6	70.6	68.6	52.5	42.9
Don't Know	14.5	14.5	4.9	11.4	27.4	35.4
TOTAL N =	173	62	102	35	299	175

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE 98

COURSE AFFECTS TYPE OF JOB SOUGHT

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	45.9	40.3	43.3	42.9	54.5	40.2
No	40.1	53.2	51.0	54.3	25.9	34.6
Don't Know	14.0	6.5	5.8	2.9	19.6	25.1
TOTAL N =	172	62	104	35	301	179

TABLE 99

COURSE INFLUENCES LONG-TERM GOALS

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	50.6	51.6	49.0	42.9	49.2	51.1
No	33.9	41.9	38.2	51.4	24.8	25.6
Don't Know	15.5	6.5	12.7	5.7	26.1	23.3
TOTAL N =	174	62	102	35	303	176

TABLE 100

COURSE AFFECTS DECISION TO CONTINUE EDUCATION

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	50.9	51.6	56.7	57.1	45.9	51.1
No	41.0	41.9	38.5	34.3	38.0	33.0
Don't Know	8.1	6.5	4.8	8.6	16.2	15.9
TOTAL N =	173	62	104	35	303	176

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

No significant male/female differences were found in the respondents' assessment of whether CDCC has affected their choice of a post-secondary institution or the type of degree to which they aspire (Tables 101, 102). This is consistent with a hypothesis of declining impact of CDCC on longer-range goals.

In summarizing the impact of CDCC on males and females' aspirations and decision-making, we can state that it is evident that their differential aspirations have been formed before the high school years. Thus a course such as this will be fitting into a different pattern of aspiration-formation and decision-making for males and females. There is still a great deal of evidence of stereotyped aspirations of females for nursing, teaching, and clerical occupations, which a woman can conveniently leave to assume household duties. Even if she returns to the labour force at a later date, her career path will not be the same as a male's. Thus the females in this sample aspire to higher-level short-term goals than the males, but expect to achieve lower-level long-term goals.

The impact of CDCC thus appears to be greater on the females' short-term goals (post-secondary education, work in early marriage), and there is some evidence that the females are making choices from a broader spectrum of occupations. However, the course appears to have little impact on the females' long-term considerations.

For the males in the sample, the situation is rather different. These males appear from the data to be less goal-oriented and decisive than their counterparts not taking CDCC. It is probably extremely important for them to have access to information and instruction that helps them in the decision-making process.

TABLE 101

COURSE AFFECTS INSTITUTION CHOSEN

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	47.5	50.0	55.8	53.3	47.6	44.1
No	41.9	44.6	37.7	36.7	24.4	21.0
Don't Know	10.6	5.4	6.5	10.0	28.0	35.0
TOTAL N =	160	56	77	30	246	143

TABLE 102

COURSE AFFECTS TYPE OF DEGREE WANTED

	A		B		C	
	Female %	Male %	Female %	Male %	Female %	Male %
Yes	34.8	31.6	33.3	33.3	45.2	39.2
No	46.0	47.4	49.3	56.7	29.7	25.7
Don't Know	19.3	21.1	17.3	10.0	25.1	35.1
TOTAL N =	161	57	75	30	283	171

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

7 Conclusions

7.1 Introduction

The rationale behind the organization of this report is the necessity to delineate the background characteristics of the sample and control populations, and to investigate their expectation, aspiration, and experiences in order to provide a framework within which to analyze the impact of a course such as CDCC. In the analysis of the effectiveness of the course it was also considered mandatory to relay the students' and the teachers' perceptions of its operation and goals. The differences in male/female responses were also considered the most significant of any structural variables. In this concluding chapter, therefore, we present a summary and discussion of findings within this framework.

7.2 Background Characteristics

Among the sample and control populations, females predominate over males in a ratio of nearly 2:1. The most frequent age of students taking CDCC is seventeen. The majority of them are found in the Central and Midwestern Ontario Regions. Moreover, the majority of students taking CDCC have lived or are presently living in towns of 10,000-50,000 people or cities of over 50,000.

With reference to socio-economic characteristics, the largest percentage of students have fathers with some high school education and mothers who have completed high school. Students still in school (A and C groups) have parents who are better educated than those who have left school (B). The sector of fathers' occupation is more diversified and the prestige level higher than those of the mother's occupation. Fathers in high-prestige occupations predominate in the managerial and administrative sector, while the majority of fathers are in the assembling, construction and transport sectors and the medium-prestige range. Although students' mothers are better educated than fathers, they have less prestigious jobs, mainly in the clerical, sales and service sectors.

The majority of respondents were born in Canada, and the four largest groups of immigrants are from the United States, Great Britain, Italy and Portugal. The majority immigrated at a young age. This indicates that CDCC is probably not reaching new immigrants of non-English speaking backgrounds.

The school characteristics of the sample affect the basic distribution of sex among respondents, since four all-girl schools are included in the study. The majority of respondents are in Year 4. Most B graduates left school at the end of Year 4 with a Graduation Diploma, whereas most A/C students plan to leave at the end of Year 5 with an Honour Graduation

Diploma. The C control group appears to have higher aspirations than the C sample group, indicating that those presently taking CDCC are more uncertain about their future than their fellow students not taking CDCC.

7.3 Aspirations, Expectations, and Experiences

Most students plan on continuing their education, especially among the C control group, whereas the B students left school primarily to look for a job. Two thirds of students have not decided on the type of job they wish after secondary school, and most of the B graduates consider their present job to be temporary. The most popular choice for job sector after graduation are consistent with parents' job sector. Of the jobs presently performed by B students, few hold any interest for the A/C students.

In terms of further education, most sample A/C students plan to attend community college while the majority of control A/C students wish to attend university. This indicates that students taking CDCC generally have lower aspirations than those who do not. The B graduates predominate in a preference for community college, generally because of a lack of qualifications for university.

The B graduates are also much more certain of the job they plan to obtain after post-secondary education than are A/C students still in school; moreover, they aspire to higher prestige jobs than their parents. The A/C control students indicate more of a preference for the medical and health sector than do students presently taking CDCC, while the sample B graduates tend more toward the managerial, teaching and clerical sectors than the control B graduates.

As for level of aspiration, the A/C controls aim for higher-prestige jobs than the students in the A/C sample. For B graduates the reverse holds, with those who have taken CDCC aiming for higher prestige jobs and feeling more confident about the suitability of their post-secondary education program than those who have not.

In general, indecisiveness about long-term goals is more prevalent among B graduates than A/C students; however sample B graduates were less indecisive than controls. Conversely, A/C students presently taking CDCC are less sure of their goals than controls. This finding can be interpreted by two explanations: students who choose to take CDCC are less sure of their decisions and goals than the general school populace; and exposure to the course may have increased their perceived range of choices and thus increased their awareness of indecisiveness. The greatest percentage of students are planning on full-time employment at age 35, and a large minority also plan on a combination of work and home duties. There is a clear wish for upward social mobility, since the prestige level of the long-term goal is higher than that of parents' occupation and of their short-term goal. Once again, B graduates have lower aspirations for a long-term goal than do A/C students.

With reference to the process of decision-making, most students state they made the most important decision about their future in Years 3 and 4, although among A/C students, a large minority have made the decision before Year 2. In a comparison of sample and control A/C students, it is clear that those not taking CDCC made up their minds at an earlier stage than those taking CDCC. This indicates that the students taking CDCC are less decisive than their control counterparts. For males this is particularly noteworthy.

Parents and relatives are considered by respondents to have had the strongest influence on their decisions for the future, although less so by B graduates. For the second and third most important influences, the importance of particularistic sources such as family and friends declines, and the importance of universalistic sources of influence such as guidance counsellors, SGIS, CDCC and so on increases. Students presently taking CDCC are not willing to evaluate its influence at this time, but the A and B respondents indicate its influence.

The B graduates are more confident than the A/C students that they had enough information available to them when they made their important decision about the future. This could reflect their lower aspirations, or it could support a hypothesis that the B graduates who have had time to assess their decisions in the light of experience in the "real world" seem to be quite enthusiastic about the benefits of CDCC in retrospect. There is also support for the utility of CDCC in the finding that all the A, B, and C respondents are more satisfied with the amount of information available to them than their control counterparts who have never taken the course. In addition, students who have not taken CDCC are less satisfied with guidance services in general than those who have taken CDCC.

In summarizing these results, there is clear indication of the importance of CDCC in the decision-making process. It is evident that some students are able to formulate their aspirations and goals at a relatively early age, and that others are much more undecided. It appears that even in Year 1, students would benefit from exposure to CDCC so that they could formulate their high school program more adequately.

7.4 Students' Experiences with CDCC

Most students take CDCC for acquiring job information, and a smaller percentage for reasons of personal development. Most A/C students take it in Year 3, while the B graduates have taken it in Year 4. The large majority agree or agree strongly that CDCC has helped them to plan their life and to examine their values, with particular emphasis on this last point by B graduates. Respondents are in general much less enthusiastic concerning the "personal development" aspects of the course. Moreover, most respondents do not feel CDCC has had any effect on their decision about the length of their high school program. This finding is consistent with our conclusion that CDCC is introduced at too late a stage for it to have a significant influence on a student's decision relating to high school.

Nearly 50% of respondents state that CDCC has had an effect on the type of job sought by them, and slightly fewer say it has affected their choice of long-term goals and their decision to continue their education. These results clearly indicate that students' decisions are affected by the course.

Three major findings appear evident here. Firstly, students who take CDCC are less decisive (or are less likely to have reached a decision) than their control counterparts, and definitely are in need of this kind of course. Secondly, the "job information" component of the course is considered by the majority to be of far more importance than the "personal development" component. Thirdly, the kinds of decisions influenced by CDCC do not appear to be those involved in the actual formation of aspirations (since CDCC students have lower aspirations than their control counterparts), but more the decisions concerning the aspirations which they have already vaguely formulated.

Thus we find two sets of reactions from students of the course, depending on their degree of indecision at the time. If they are quite goal-oriented, they use the course to discover the specifics for qualifications, conditions of work, and so on of the job they have in mind. If they are very confused and aimless in their plans, they are in some cases completely overwhelmed by the choices made available, and find themselves unable to choose. It is the former group who are more likely to evaluate the course positively, and the latter to evaluate it negatively. Further development of the decision-making component of the course will doubtless ensure in future its greater effectiveness for the undecided student.

7.5 Teachers' Experiences with CDCC

The teachers' perceptions of CDCC were of a somewhat different nature from students' and also concerned administrative aspects of it. They feel that they are involved in many cases in a pilot program, and see the need for further development of the course in several areas.

They are trying to develop the course in relation to the needs of their own particular students, rather than adhere to rigid guidelines. They value highly this independent and flexible approach to course planning.

In specific terms, teachers feel that the course should be a practical rather than a theoretical one, with ample scope for having speakers from various occupations and for arranging more out-of-school work trips and experiences for students.

The teachers of CDCC indicate a preference for promoting spontaneity in their classes rather than rigid adherence to guidelines. It also appears that a teacher who is responsible and empathetic to students has greater success in communicating with them.

The teachers' perceptions of the students in their classes focussed on several factors. A few teachers are strongly opposed to having their classes made up of students chosen by the administration as having behaviour or attitude problems. Many teachers feel that a number of their students are taking CDCC for an easy credit. Several teachers note an anxiety among their students who feel compelled to come to a career decision to prove success in the course. This finding is corroborated by our general finding that students taking CDCC are more in doubt concerning career goals than their control counterparts.

On an administrative note, teachers express a desire for continued autonomy and flexibility in regard to course guidelines, and the wish that CDCC receive subsidization from the Ministry of Education because of the high cost of materials, trips, speakers, and so on.

7.6 Male/Female Differences

Among the structural variables examined in this study, such as region, socio-economic background, ethnicity, age and so on, the variable of sex was the one which showed the most marked differences in the students' responses to CDCC. There are many subtle differences in the reactions of males and females to the aspiration-formation and decision-making process (which can be found in Chapter 6), but we will summarize the main distinctions here.

There is a predominance of females over males taking CDCC in a ratio of nearly 2:1. This reflects the existence of four girls' schools in the sample, but also the fact that females are more likely to be attracted to a course of this kind. The females in the course are more highly motivated and have higher (short-term) aspirations than the males in the course. The latter appear to be lower-aspiring males who have not made their decisions at the early age of their more decisive goal-oriented control counterparts. Thus the students taking CDCC are less likely to be aspiring to an Honour Graduation Diploma or to further education than the controls, and the males are somewhat less decisive about their future jobs after secondary school than the females. Males in the A and C sample groups in particular are much less decisive relative to their control counterparts than are the A/C females. However, the sectors of the job aspired to by males are much more diversified and the prestige level higher than those of the females' jobs. In short, the general level of females' aspirations is lower even though they aspire to more education than do the males.

With reference to their post-secondary plans, the males are more likely to aspire to a university education and the females to community college. The males aspiring to community college are more likely to be choosing a three-year course and the females a two-year course. Thus by this level, males' aspirations, even of indecisive seemingly unmotivated high school boys, have overtaken those of the females. It should be noted that both males and females, especially males, are quite indecisive about any jobs they might hold after post-secondary education. The females are, however, aspiring to a narrower range of jobs than males, but in similar prestige ranges.

For a long-term goal, males are more likely than females to be planning on a full-time job. However, nearly one half of females do aspire to having full-time employment. The other females are planning to be staying at home as a housewife or doing some combination of outside work and home duties. The prestige level of the job envisaged at age 35 shows more evidence of upward social mobility for males than for females.

Thus for the males and females in the study, the two predominant career paths envisaged are the traditional ones of the past generation. The males are planning on full-time employment and a career path of slow upward advancement, whereas the females are planning on a relatively narrow range of stereotyped occupations which can be left for some years and then returned to at a later date.

The impact of CDCC in this context is quite different on the two sexes. The males are considerably less enthusiastic than the females about the influence of CDCC. The females' enthusiasm, however, is directed toward the short-range planning aspects of the course. They are less likely than males to see its relevance for their long-term goals.

7.7 Concluding Remarks

The purpose of this study was to assess the effectiveness of CDCC and to present an assessment of the present state of the course's operation in the province. There is every indication from the data presented in the report that the course is valuable for many students and is serving a very useful purpose.

There do not appear to be significant differences in the impact of the course in different regions, or on pupils of differing ethnic or socio-economic backgrounds. The most important variable in this instance is that of the sex of the student.

The analysis of data from the students who have left secondary school reveals that the course is of benefit in retrospect to students once they have left school. In other words, their experience with post-secondary education or employment appears to enhance their awareness of the utility of the course. They seem better able to make decisions after they have left school on the basis of information they have received from CDCC than their control counterparts.

Various school characteristics play no significant part in the success of CDCC, although the year in which the course is given is perceived by many students as too late. The interviews with teachers also demonstrate that the individual teacher's ability to deal with the material and to communicate with students has a profound impact on the effectiveness of the course and its impact on students.

In the most general sense, CDCC is serving the purpose for which it was established, it is having differential effects on the decision-making of males and females, and it is of utility in preparing students for their future education and employment.

APPENDIX/A
Questionnaires for Students

Explanation for Appendix A Questionnaires

The questionnaires used for this research were designed to include all students, that is, both the sample students and the controls. All students received the same questionnaire dealing with their background, present status in school, and so on, up to and including page seven of the questionnaire. For those students in the control group (that is, the group who have not taken CDCC) the questionnaire ends at page seven. From page eight on, the questions deal with the specifics of CDCC and are therefore meant for students who are taking the course this year or who took the course last year.

Region ____________________

School ____________________

QUESTIONNAIRE A

This questionnaire is part of a survey undertaken for the Ministry of Education to consider the ways in which students in Ontario secondary schools plan their futures. We would appreciate it if you would answer the following questions for us. There is no need to put your name or any other kind of identification on the questionnaire. All information is kept in strict confidence and will be used for research purposes only.

A. General Information

A1. How many years of secondary school do you expect to complete in total?

______One year

______Two years

______Three years

______Four years

______Five years

______Other (please specify)

____

A2. What year (grade) are you in now?

______Year I (Grade 9)

______Year II (Grade 10)

______Year III (Grade 11)

______Year IV (Grade 12)

______Year V (Grade 13)

______Other (please specify)

____

A3. What diploma or certificate do you expect to obtain?

______ Secondary School Honour Graduation Diploma

______ Secondary School Graduation Diploma

______ Certificate of Standing

______ Certificate of Training

______ Statement of Standing

______ Other (please specify) ____________________________

______ Undecided

A4. Are you a day student or a night student only?

______ Day student

______ Night student only

B. Background Information

B1. How old are you? ______

B2. What is your sex?

______ Female

______ Male

B3. What, approximately, is the population of the town or city in which you have lived for the longest period of time?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B4. What, approximately, is the population of the town or city in which you currently live?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B5. What level of education did your father attain?

______ Some elementary school

______ Completed elementary school

______ Some high school

______ Completed high school

______ Some college or university

______ Completed college or university

______ Other (please specify) ______________________________

______ Don't know

B6. What level of education did your mother attain?

______ Some elementary school
______ Completed elementary school
______ Some high school
______ Completed high school
______ Some college or university
______ Completed college or university
______ Other (please specify) ______________________
______ Don't know

B7. What is your father's occupation? Please be as specific as possible.

____

____

B8. What is your mother's occupation? Please be as specific as possible.

____

____

B9. Where were you born? If you were born in Canada, please state the town or city and province of your birth. If you were born outside Canada, please state the country of your birth.

____

____

B10. If you were born outside Canada, how old were you when you arrived in this country?

____

B11. What language do you speak most often in your home?

____

B12. What language do you speak best?

____

C. Education and Career Decisions

C1. What do you plan to do immediately after leaving secondary school?

(For night students, the phrase "after leaving secondary school" is intended to mean "after finishing all the secondary school courses which you plan to take".)

______ Further your education

______ Look for a job

______ A combination of the above

______ Other (please specify) ______________________________

______ Don't know

C2. (a) If you plan to look for a job immediately after leaving secondary school, have you decided what kind of job you will look for?

______ No

______ Yes. If yes, please describe this job as specifically as possible.

____

____

(b) Will the job you look for be a fairly permanent job or a job taken temporarily while you make some decisions about your future plans?

______ Permanent

______ Temporary

______ Undecided about this

C3. (a) If you plan to further your education at any point after leaving secondary school, in what kind of institution will you enrol?

______ Community college

______ University

______ Secondary school, to gain further credit

______ Other (please specify)

____

______ Undecided about institution

C3. (b) What kind of certificate, diploma or degree will you eventually expect to receive? (Do not answer if you are undecided about the kind of institution you will attend.)

(i) a community college diploma or certificate

______ One year

______ Two year

______ Three year

______ Other (please specify) ______________________________

______ Still undecided about program

(ii) a university degree

______ B.A. or B.Sc.

______ Other (please specify) ______________________________

______ Still undecided about program

(iii) a certificate or diploma from another kind of post-secondary institution

______ (please specify) ______________________________

(iv) a certificate or diploma from a secondary school

______

(c) Have you decided what kind of job you hope to find immediately after completing your post-secondary education?

______ No

______ Yes. If yes, please describe this job as specifically as possible.

____

____

C4. As a long-term goal, what do you eventually want to do, say by the time you are 35?

____

____

____

C5. In which year (grade) did you make the most important decision you have made so far about your future?

______ Before grade 8

______ Grade 8

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

______ Don't know

C6. What has influenced you in making whatever decisions you have made so far about your future? Please refer to the choices below, numbering them in order of their importance. (For example, if you think your parents have been most important in influencing you, followed next by your teachers, mark 1 beside parents, 2 beside teachers and so on. Only number those which you feel have actually influenced you.)

______ Parents or relatives

______ Friends your own age

______ Family friends

______ School counsellors

______ Teachers

______ Manpower centres

______ Previous jobs

______ Libraries

______ Newspapers

______ Student Guidance Information Service (SGIS)

______ A credit course in career planning, life skills, self-awareness or any credit course with a title similar to these

______ Other (please specify)

____

______ Don't know

C7. Altogether, do you feel you have had enough information available to you on which to base an intelligent choice about your future?

______ Yes

______ No

______ Not sure

C8. Do you have any suggestions to make about providing such information to students? Are there any services you would like to have available to you which aren't available now?

____

____

____

D. Information Concerning Credit Courses in Career Planning, Life Skills, Self-Awareness or any Credit Courses with Similar Titles

D1. Why did you choose to take a credit course in career planning (life skills, self-awareness etc.)?

____

____

____

D2. What year (grade) were you in when you enrolled in this course?

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

D3. Was this a day school course or a night school course?

______ Day school

______ Night school

D4. What credit did you receive for this course?

______ A full year's credit

______ A half year's credit

______ A third year's credit

______ Other (please specify) ______________________

D5. By checking the appropriate column to the right, please indicate to what extent you agree with the following statement:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
This course has helped me to plan my future life.					

D6. Again, by checking the appropriate column to the right, please indicate to what extent you agree with the following statements:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(a)	This course has encouraged me to become aware of and examine my own values.					
(b)	This course has improved my decision-making abilities.					
(c)	This course has improved my knowledge of the educational possibilities open to me.					
(d)	This course has improved my knowledge of the occupational possibilities open to me.					
(e)	This course has improved my knowledge of the qualifications required for various jobs.					
(f)	This course has introduced me to new attitudes about the purpose of jobs and education.					
(g)	This course has helped me to feel capable of controlling my own future.					

D7. Please indicate which of the decisions listed below were influenced by your experiences in this course.

(a) A decision about how many years of secondary school you would complete.

_____ Yes. If yes, please describe ______________________________

_____ No ______________________________

_____ Don't know

(b) A decision about the type of job you would look for, immediately after secondary school or after some post-secondary education.

_____ Yes

_____ No

_____ Don't know

(c) A decision about your long-term goals.

_____ Yes

_____ No

_____ Don't know

(d) A decision about whether you planned to continue your education beyond secondary school.

_____ Yes

_____ No

_____ Don't know

(e) A decision about what kind of post-secondary institution you would enter.

_____ Yes

_____ No

_____ Don't know

_____ Do not plan to enter a post-secondary institution

(f) A decision about the highest diploma or degree you wish to receive.

______ Yes

______ No

______ Don't know

______ Do not plan to receive another diploma or degree

D8. Please describe any kind of benefit you received from this course which hasn't been mentioned already.

____

____

____

D9. Please describe any other kinds of information you think you could have used which weren't provided by this course.

____

____

____

D10. Do you have any other suggestions about how this course might be improved?

____

____

____

THIS QUESTIONNAIRE IS NOW COMPLETED. WE THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE.

Region ____________________

School ____________________

QUESTIONNAIRE B

This questionnaire is part of a survey being undertaken for the Ministry of Education to consider the ways in which former students in Ontario secondary schools made plans for their futures. We would appreciate your cooperation in answering the following questions for us. There is no need to put your name or any other kind of identification on the questionnaire. All information is kept in strict confidence and will be used for research purposes only.

A. General Information

A1. How many years of secondary school did you complete in total?

______ One year

______ Two years

______ Three years

______ Four years

______ Five years

______ Other (please specify)

____

A2. In what year did you leave secondary school? (Night students, please indicate in which year you took your last secondary school course.)

______ 1973

______ 1974

______ Other (please specify) ______________________

A3. What diploma or certificate did you obtain?

______ Secondary School Honour Graduation Diploma

______ Secondary School Graduation Diploma

______ Certificate of Standing

______ Certificate of Training

______ Statement of Standing

______ Other (please specify) ______________________

______ Don't know

A4. Where you a day student or a night student only?

______ Day student

______ Night student only

B. Background Information

B1. How old are you? ______

B2. What is your sex?

______ Female

______ Male

B3. What, approximately, is the population of the town or city in which you have lived for the longest period of time?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B4. What, approximately, is the population of the town or city in which you currently live?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B5. What level of education did your father attain?

______ Some elementary school

______ Completed elementary school

______ Some high school

______ Completed high school

______ Some college or university

______ Completed college or university

______ Other (please specify)

____

______ Don't know

B6. What level of education did your mother attain?

______ Some elementary school

______ Completed elementary school

______ Some high school

______ Completed high school

______ Some college or university

______ Completed college or university

______ Other (please specify)

____

______ Don't know

B7. What is your father's occupation? Please be as specific as possible.

____

____

B8. What is your mother's occupation? Please be as specific as possible.

____

____

B9. Where were you born? If you were born in Canada, please state the town or city and province of your birth. If you were born outside Canada, please state the country of your birth.

____

____

B10. If you were born outside Canada, how old were you when you arrived in this country?

____

B11. What language do you speak most often in your home?

____

B12. What language do you speak best?

____

C. Education and Career Decisions

C1. What did you do immediately after leaving secondary school? (For night students the phrase "after leaving secondary school" is intended to mean "after finishing all the secondary school courses you were taking".)

______ Continued your education

______ Looked for a job

______ A combination of the above

______ Other (please specify) ______________________________

C2. (a) If you looked for a job, did you succeed in finding one?

______ No. If no, why not? ______________________________

____

______ Yes. If yes, please describe this job as specifically as possible.

____

____

(b) If you have found a job, is this job a fairly permanent job or a job taken temporarily while you make some decisions about your future plans?

______ Permanent

______ Temporary

______ Undecided about this

(c) If your job is a fairly permanent one, do you think that it is well suited to your own abilities and ambitions?

______ Yes

______ No

______ Not sure

C3.(a) If you have continued your education, or if you plan to continue your education in the future, in what kind of institution have you enrolled/will you enrol?

______ Community College

______ University

______ Secondary school, to gain further credit

______ Other (please specify) ____________________________

______ Undecided about institution

(b) What kind of certificate, diploma or degree do you eventually expect to receive? (Do not answer if you are undecided about the kind of institution you might eventually attend.)

(i) a community college diploma or certificate

______ One Year

______ Two year

______ Three year

______ Other (please specify) ____________________________

______ Still undecided about program

(ii) a university degree

______ BA or B.Sc.

______ Other (please specify) ____________________________

______ Still undecided about program

(iii) a certificate or diploma from another kind of post-secondary institution

______ (please specify) ____________________________

(iv) a certificate or diploma from a secondary school

______

(c) Have you decided what kind of job you hope to find immediately after completing your post-secondary education?

______ No

______ Yes. If yes, please describe this job as specifically as possible.

____

____

C3.(d) If you are now enrolled in a program of further study, do you think that this program is well suited to your own abilities and ambitions?

______ Yes

______ No

______ Not sure

C4. As a long-term goal, what do you eventually want to do, say by the time you are 35?

____

____

C5. In which year (grade) were you when you made the most important decision about your future?

______ Before Grade 8

______ Grade 8

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

______ Don't know

C6. What has influenced you in making whatever decisions you have made so far about your future? Please refer to the choices below, numbering them in order of importance. (For example, if you think your parents have been most important in influencing you, followed next by your teachers, mark 1 beside parents, 2 beside teachers, and so on. Only number those which you feel have actually influenced you.)

______ Parents or relatives

______ Friends your own age

______ Family friends

______ School counsellors

______ Teachers

______ Manpower centres

______ Previous jobs

______ Libraries

______ Newspapers

______ Student Guidance Information Service (SGIS)

______ A credit course in career planning, life skills, self-awareness or any credit course with a title similar to these

______ Other (please specify)

____

______ Don't know

C7. Altogether, do you feel you had enough information **available** to you upon which to base an intelligent choice about your future?

_____ Yes

_____ No

_____ Not sure

C8. Do you have any suggestions to make about providing such information to students? Are there any services you would like to have had available to you which weren't available when you were in school?

____

____

____

D. Information Concerning Credit Courses in Career Planning, Life Skills, Self-Awareness or any Credit Courses with Similar Titles

D1. Why did you choose to take a credit course in career planning (life skills, self-awareness etc.)?

____

____

D2. What year (grade) were you in when you enrolled in this course?

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

D3. Was this a day school course or a night school course?

______ Day school

______ Night school

D4. What credit did you receive for this course?

______ A full year's credit

______ A half year's credit

______ A third year's credit

______ Other (please specify) ______________________________

D5. By checking the appropropriate column to the right, please indicate to what extent you agree with the following statement:

	Strongly Agree	Disagree	Undecided	Agree	Strongly Agree
This course has helped me to plan my future life.					

D6. Again, by checking the appropriate column to the right, please indicate to what extent you agree with the following statements:

(a) This course has encouraged me to become aware of and examine my own values.					
(b) This course has improved my decision-making abilities.					
(c) This course has improved my knowledge of the educational possibilities open to me.					
(d) This course has improved my knowledge of the occupational possibilities open to me.					
(e) This course has improved my knowledge of the qualifications required for various jobs.					
(f) This course has introduced me to new attitudes about the purpose of jobs and education.					
(g) This course has helped me to feel capable of controlling my own future.					

D7. Please indicate which of the decisions listed below were influenced by your experiences in this course.

(a) A decision about how many years of secondary school you would complete.

______ Yes. If yes, please describe ______________________________

______ No ______________________________

______ Don't know

(b) A decision about the type of job you would look for, immediately after secondary school or after some post-secondary education.

______ Yes

______ No

______ Don't know

(c) A decision about your long-term goals.

______ Yes

______ No

______ Don't know

(d) A decision about whether you planned to continue your education beyond secondary school.

______ Yes

______ No

______ Don't know

(e) A decision about what kind of post-secondary institution you would enter.

______ Yes

______ No

______ Don't know

______ Do not plan to enter a post-secondary institution

(f) A decision about the highest diploma or degree you wished to receive.

______ Yes

______ No

______ Don't know

______ Do not plan to receive another diploma or degree

D8. Please describe any kind of benefit you received from this course which hasn't been mentioned already.

____

____

____

D9. Please describe any other kinds of information you think you could have used which weren't provided by this course.

____

____

____

D10. Do you have any other suggestions about how this course might be improved?

____

____

____

THIS QUESTIONNAIRE IS NOW
COMPLETED. WE THANK YOU
VERY MUCH FOR YOUR TIME
AND ASSISTANCE.

Region ____________________

School ____________________

QUESTIONNAIRE C

This questionnaire is part of a survey being undertaken for the Ministry of Education to consider the ways in which students in Ontario secondary schools plan their futures. We would appreciate your cooperation in answering the following questions for us. There is no need to put your name or any other kind of identification on the questionnaire. All information is kept in strict confidence and will be used for research purposes only.

A. General Information

A1. How many years of secondary school do you expect to complete in total?

______ One year

______ Two years

______ Three years

______ Four years

______ Five years

______ Other (please specify)

____

A2. What year (grade) are you in now?

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

A3. What diploma or certificate do you expect to obtain?

______ Secondary School Honour Graduation Diploma

______ Secondary School Graduation Diploma

______ Certificate of Standing

______ Certificate of Training

______ Statement of Standing

______ Other (please specify) ____________________

______ Undecided

A4. Are you a day student or a night student only?

______ Day student

______ Night student only

B. Background Information

B1. How old are you? ______

B2. What is your sex?

______ Female

______ Male

B3. What, approximately, is the population of the town or city in which you have lived for the longest period of time?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B4. What, approximately, is the population of the town or city in which you currently live?

______ Under 1,000

______ 1,000 to 9,999

______ 10,000 to 49,999

______ 50,000 to 250,000

______ Over 250,000

B5. What level of education did your father attain?

______ Some elementary school

______ Completed elementary school

______ Some high school

______ Completed high school

______ **Some** college or university

______ Completed college or university

______ Other (please specify) ______________________________

______ Don't know

B6. What level of education did your mother attain?

______ Some elementary school

______ Completed elementary school

______ Some high school

______ Completed high school

______ Some college or university

______ Completed college or university

______ Other (please specify)______________________________

______ Don't know

B7. What is your father's occupation? Please be as specific as possible.

____

____

B8. What is your mother's occupation? Please be as specific as possible.

____

____

B9. Where were you born? If you were born in Canada, please state the town or city and province of your birth. If you were born outside Canada, please state the country of your birth.

____

____

B10. If you were born outside Canada, how old were you when you arrived in this country?

____

B11. What language do you speak most often in your home?

____

B12. What language do you speak best?

____

C. Education and Career Decisions

C1. What do you plan to do immediately after leaving secondary school? (For night students, the phrase "after leaving secondary school" is intended to mean "after finishing all the secondary school courses which you plan to take".)

______ Further your education

______ Look for a job

______ A combination of the above

______ Other (please specify) ________________________________

______ Don't know

C2.(a) If you plan to look for a job immediately after leaving secondary school, have you decided what kind of job you will look for?

______ No

______ Yes. If yes, please describe this job as specifically as possible.

____

____

(b) Will the job you look for be a fairly permanent job or a job taken temporarily while you make some decisions about your future plans?

______ Permanent

______ Temporary

______ Undecided about this

C3.(a) If you plan to further your education at any point after leaving secondary school, in what kind of institution will you enrol?

______ Community college

______ University

______ Secondary school, to gain further credit

______ Other (please specify) ________________________________

______ Undecided about institution

C3.(b) What kind of certificate, diploma or degree will you eventually expect to receive? (Do not answer if you are undecided about the type of institution you will attend.)

(i) a community college diploma or certificate

_____ One year

_____ Two year

_____ Three year

_____ Other (please specify) _______________

_____ Still undecided about program

(ii) a university degree

_____ B.A. or B.Sc.

_____ Other (please specify) _______________

_____ Still undecided about program

(iii) a certificate or diploma from another kind of post-secondary institution

_____ (please specify) _______________

(iv) a certificate or diploma from a secondary school

_____

(c) Have you decided what kind of job you hope to find immediately after completing your post-secondary education?

_____ No

_____ Yes. If yes, please describe this job as specifically as possible.

____

____

C4. As a long-term goal, what do you eventually want to do, say by the time you are 35?

____

____

C5. In which year (grade) did you make the most important decision you have made so far about your future?

______ Before Grade 8

______ Grade 8

______ Year I (Grade 9)

______ Year II (Grade 10)

______ Year III (Grade 11)

______ Year IV (Grade 12)

______ Year V (Grade 13)

______ Other (please specify)

____

______ Don't know

C6. What has influenced you in making whatever decisions you have made so far about your future? Please refer to the choices below, numbering them in order of their importance. (For example, if you think your parents have been most important in influencing you, followed next by your teachers, mark 1 beside parents, 2 beside teachers and so on. Only number those which you feel have actually influenced you.)

______ Parents or relatives

______ Friends your own age

______ Family friends

______ School counsellors

______ Teachers

______ Manpower centres

______ Previous jobs

______ Libraries

______ Newspapers

______ Student Guidance Information Service (SGIS)

______ A credit course in career planning, life skills, self-awareness or any credit course with a title similar to these

______ Other (please specify)

____

______ Don't know

C7. Altogether, do you feel you have had enough information available to you upon which to base an intelligent choice about your future?

______ Yes

______ No

______ Not sure

C8. Do you have any suggestions to make about providing such information to students? Are there any services you would like to have available to you which aren't available now?

____

____

____

D. Information Concerning Credit Courses in Career Planning, Life Skills, Self-Awareness or any Credit Courses with Similar Titles

D1. Why did you choose to take a credit course in career planning (life skills, self-awareness, etc.)?

____

____

____

D2. Is this a day school course or night school course?

______ Day school

______ Night school

D3. What credit do you expect to receive for this course?

______ A full year's credit

______ A half year's credit

______ A third year's credit

______ Other (please specify) ______________________

D4. By checking the appropriate column to the right, please indicate to what extent you agree with the following statement:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
This course will help me to plan my future life.					

D5. Again, by checking the appropriate column to the right, please indicate to what extent you agree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
(a) This course will encourage me to become aware of and examine my own values.					
(b) This course will improve my decision-making abilities.					
(c) This course will improve my knowledge of the educational possibilities open to me.					
(d) This course will improve my knowledge of the occupational possibilities open to me.					
(e) This course will improve my knowledge of the qualifications required for various jobs.					
(f) This course will introduce me to new attitudes about the purpose of jobs and education					
(g) This course will help me to feel capable of controlling my own future.					

D6. Please indicate which of the decisions listed below you expect might be influenced by your experiences in this course.

(a) A decision about how many **years** of secondary school you will complete.

______ Yes. If yes, please describe ______________________________

______ No ______________________________

______ Don't know

(b) A decision about the type of job you will look for, immediately after **secondary** school or after some post-secondary education.

______ Yes

______ No

______ Don't know

(c) A decision about your long-term goals.

______ Yes

______ No

______ Don't know

(d) A decision about whether you plan to continue your education beyond secondary school.

______ Yes

______ No

______ Don't know

(e) A decision about what kind of post-secondary institution you will enter.

______ Yes

______ No

______ Don't know

______ Do not plan to enter a post-secondary institution

D6. (f) A decision about the type of diploma or degree you eventually intend to receive.

______ Yes

______ No

______ Don't know

______ Do not plan to receive another diploma or degree

D7. Please describe any kind of benefit you expect to receive from this course which hasn'tbeen mentioned already.

____

____

____

D8. Please describe any other kinds of information you think you could use which aren't being provided by this course.

____

____

____

D9. Do you have any other suggestions about how this course might be improved?

____

____

____

THIS QUESTIONNAIRE IS NOW
COMPLETED. WE THANK YOU
VERY MUCH FOR YOUR TIME
AND ASSISTANCE.

APPENDIX/B
Teacher Information Sheet

Teacher ______________________________

School ______________________________

1. For how long have you been teaching a course in career development (life skills, self-awareness, etc.)?

2. What is the title of your course and how would you describe its contents and general orientation? (i.e. psychological, sociological etc.)

3. How much freedom have you been allowed by the Ministry to design your own course format? Would you prefer more or less flexibility in this matter?

4. If this is not the first year the course has been offered in your school, have you (or has your predecessor) found it necessary to refine or change your ambitions in the process of teaching the course? If so, what have been your (his/her) reasons for doing so? In what ways have you (or your predecessor) modified your plans?

5. Do you have any observations to make about students' reactions to the course?

6. Are there any important aspects of your own program which you feel may be passed over in the course of this research?

7. Would you please comment on the applicability of this research to your particular course? (For example, does the respondent think there are any ways in which his/her efforts might be misrepresented by any conclusions drawn from the questionnaires, and so on.)

8. Do you have any additional comments which you feel should be taken into account by the Ministry in its consideration of the career development program?

9. Are there any other comments you would like to make?

APPENDIX/C
Pineo-Porter Prestige Scale (and Addendum)

Occupational Prestige Scores by Occupational Classes

Pineo and Porter

Professional	
Accountant	634
Architect	781
Biologist	726
Catholic Priest	728
Chemist	735
Civil Engineer	731
County Court Judge	825
Druggist	693
Economist	622
High School Teacher	661
Lawyer	823
Mathematician	727
Mine Safety Analyst	571
Mining Engineer	688
Physician	872
Physicist	776
Protestant Minister	678
Psychologist	749
Public Grade School Teacher	596
University Professor	846
Veterinarian	667

Semi Professional	
Airline Pilot	661
Author	648
Ballet Dancer	491
Chiropractor	684
Commercial Artist	572
Computer Programmer	538
Disc Jockey	380
Draughtsman	600
Funeral Director	549
Jazz Musician	409
Journalist	609
Medical or Dental Technician	675
Musician	521
Musician (Symphony Orchestra)	560
Physiotherapist	721
Playground Director	428
Professional Athlete	541
Professionally Trained Forester	600
Professional Trained Librarian	581
Registered Nurse	647
Research Technician	669
Sculptor	569
Social Worker	551
Surveyor	620
T.V. Announcer	576
T.V. Cameraman	483
T.V. Director	621
T.V. Star	656
YMCA Director	582

Proprietors, Managers and Officials, Large

Administrative Officer in Federal Civil Service	633
Advertising Executive	565
Bank Manager	709
Building Contractor	565
Colonel in the Army	708
Department Head in City Government	713
General Manager of a Manufacturing Plant	691
Mayor of a Large City	799
Member of Canadian Cabinet	833
Member of Canadian House of Commons	848
Member of Canadian Senate	861
Merchandise Buyer for a Department Store	511
Owner of a Manufacturing Plant	694
Provincial Premier	899
Wholesale Distributor	479

Clerical and Sales

Air Hostess	570
Bank Teller	423
Bill Collector	294
Bookkeeper	494
Cashier in a Supermarket	311
Clerk in an Office	356
File Clerk	327
IBM Keypunch Operator	477
Insurance Agent	473
Manufacturer's Representative	521
Post Office Clerk	372
Real Estate Agent	471
Receptionist	387
Sales Clerk in a Store	265
Shipping Clerk	309
Stenographer	460
Stockroom Attendant	258
Telephone Operator	381
Telephone Solicitor	267
Travelling Salesman	402
Truck Dispatcher	322
Typist	419
Used Car Salesman	312

Proprietors, Managers and Officials, Small

Advertising Copy Writer	489
Beauty Operator	352
Construction Foreman	511
Driving Instructor	416
Foreman in a Factory	509
Government Purchasing Agent	568
Insurance Claims Investigator	511
Job Counsellor	583
Livestock Buyer	396
Lunchroom Operator	316
Manager of a Real Estate Office	583
Manager of a Supermarket	525
Member of a City Council	629
Motel Owner	516
Owner of a Food Store	478
Public Relations Man	605
Railroad Ticket Man	357
Sawmill Operator	370
Service Station Manager	415
Ship's Pilot	596
Superintendent of a Construction Job	539
Trade Union Business Agent	492
Travel Agent	466

Skilled

Airplane Mechanic	503
Baker	389
Bricklayer	362
Butcher in a Store	348
Coal Miner	276
Cook in a Restaurant	297
Custom Seamstress	334
Diamond Driller	443
Electrician	502
House Carpenter	389
House Painter	299
Locomotive Engineer	489
Machinist	442
Machining Set-Up Man in a Factory	421
Mucking Machine Operator	315
Plumber	426
Power Crane Operator	402
Power Lineman	409
Pumphouse Engineer	389
Railroad Brakeman	371
Railroad Conductor	453
Saw Sharpener	207
Sheet Metal Worker	359
T.V. Repairman	372
Tool and Die Maker	425
Typesetter	422
Welder	418

Unskilled

Carpenter's Helper	231
Construction Labourer	265
Elevator Operator in a Building	201
Filling Station Operator	233
Garbage Collector	148
Hospital Attendant	349
Housekeeper in a Private Home	288
Janitor	173
Laundress	193
Mailman	361
Museum Attendant	304
Newspaper Peddler	148
Railroad Sectionhand	273
Taxicab Driver	251
Waitress in a Restaurant	199
Warehouse Hand	213
Whistle Punk	184
Worker in a Dry Cleaning or Laundry Plant	208

Semi-Skilled

Aircraft Worker	437
Apprentice to a Master Craftsman	339
Assembly Line Worker	282
Automobile Repairman	381
Automobile Worker	359
Barber	393
Bartender	202
Book Binder	352
Bus Driver	359
Cod Fisherman	234
Firefighter	435
Fruit Packer in a Cannery	232
Logger	249
Longshoreman	261
Loom Operator	333
Machine Operator in a Factory	349
Newspaper Pressman	430
Oil Field Worker	353
Oiler in a Ship	276
Paper Making Machine Tender	316
Policeman	516
Private in the Army	284
Production Worker in the Electronics Industry	508
Professional Babysitter	259
Quarry Worker	267
Sewing Machine Operator	282
Steam Boiler Fireman	328
Steam Roller Operator	322
Steel Mill Worker	343
Textile Mill Worker	288
Timber Cruiser	403
Trailer Truck Driver	328
Troller	236
Worker in a Meat Packing Plant	252

Farmer

Commercial Farmer	420
Dairy Farmer	442
Farm Labourer	215
Farm Owner and Operator	441
Hog Farmer	330
Part Time Farmer - Horse Trainer	251

Not in Labour Force

Archaeopotrist	637
Biologist	642
Occupation in my family's main wage earner	509
Occupation of my father when I was 16	425
Someone who lives off inherited wealth	458
Someone who lives off property holdings	487
Someone who lives off stocks and bonds	569
Someone who lives on relief	73

ADDENDUM TO APPENDIX C

Auto-body Worker	359
Buyer	511
Construction Worker	265
Dietician	693
Dressmaker	334
Factory worker	252
Fixes Train	389
Food Supervisor	509
Gardener	389
Hairdresser	393
Machine Operator	349
Manager for a hotel firm	583
Mother's Allowances	073
Nurse's Aid or Assistant	356
Photographer	483
Plasterer	362
Protective Plastic Worker	288
Radio Announcer	380
Salesman	265
Shoemaker	389
Training and breaking horses	251
Warrant Officer (Sergeant in the Army)	539
Secretary	425
Child Care Worker	490
Engineer (profession unspecified)	700
Community College Teacher	725
Nursing Teacher	725
Artist	600
Operator of Heavy Machinery	375
Nursery School Teacher	540
Owner of Small Business	485
Manager in a Large Department Store	605
Security Guard	250
Veterinary Assistant	450
Communications Specialist	475-575
Business Executive (unspecified)	500-650
Sales Manager	583
Conservation Officer	600
Commercial Pilot (not employed by airline)	600-650
Agricultural Engineer (professional)	610
Administrative Officer(in Provincial Government)	640
Town Clerk	650
Optometrist	680
Elementary School Principal	700
Translator	700
Mayor of a Small Town	713
High School Principal	750

APPENDIX/D
Canadian Classification and Dictionary of Occupations – Major and Minor Groups

MAJOR GROUP 11 - Managerial, Administrative and Related Occupations

Minor Group 111 - Officials and Administrators Unique to Government
" " 113 - Other Managers and Administrators
" " 114 - Other Managers and Administrators
" " 117 - Occupations Related to Management and Administration

MAJOR GROUP 21 - Occupations in Natural Sciences, Engineering & Mathematics

Minor Group 211 - Occupations in Physical Sciences
" " 213 - Occupations in Life Sciences
" " 214 - Architects and Engineers
" " 215 - Architects and Engineers
" " 216 - Other Occupations in Architecture and Engineering
" " 218 - Occupations in Mathematics, Statistics, Systems Analysis and Related Fields

MAJOR GROUP 23 - Occupations in Social Sciences and Related Fields

Minor Group 231 - Occupations in Social Sciences
" " 233 - Occupations in Social Work and Related Fields
" " 234 - Occupations in Law and Jurisprudence
" " 235 - Occupations in Library, Museum and Archival Sciences
" " 239 - Other Occupations in Social Sciences and Related Fields

MAJOR GROUP 25 - Occupations in Religion

Minor Group 251 - Occupations in Religion

MAJOR GROUP 27 - Teaching and Related Occupations

Minor Group 271 - University Teaching and Related Occupations
" " 273 - Elementary and Secondary School Teaching and Related Occupations
" " 279 - Other Teaching and Related Occupations

MAJOR GROUP 31 - Occupations in Medicine and Health.

Minor Group 311 - Health Diagnosing and Treating Occupations
" " 313 - Nursing, Therapy and Related Assisting Occupations
" " 315 - Other Occupations in Medicine and Health

MAJOR GROUP 33 - Artistic, Literary, Performing Arts & Related Occupations

Minor Group 331 - Occupations in Fine and Commercial Art, Photography and Related Fields
" " 333 - Occupations in Performing and Audiovisual Arts
" " 335 - Occupations in Writing

MAJOR GROUP 37 - Occupations in Sport and Recreation

Minor Group 371 - Occupations in Sport and Recreation

MAJOR GROUP 41 - Clerical and Related Occupations

Minor Group 411 - Stenographic and Typing Occupations
" " 413 - Bookkeeping, Account-Recording and Related Occupations
" " 414 - Office Machines and Electronic Data-Processing Equipment Operators
" " 415 - Material Recording, Scheduling & Distributing Occupations
" " 416 - Library, File, Correspondence Clerks & Related Occupations
" " 417 - Reception, Information, Mail & Message Distribution Occupations
" " 419 - Other Clerical and Related Occupations

MAJOR GROUP 51 - Sales Occupations

Minor Group 513 - Sales Occupations, Commodities
" " 514 - Sales Occupations, Commodities
" " 517 - Sales Occupations, Services
" " 519 - Other Sales Occupations

MAJOR GROUP 61 - Service Occupations

Minor Group 611 - Protective Service Occupations
" " 612 - Food & Beverage Preparation & Related Service Occupations
" " 613 - Occupations in Lodging and Other Occupations
" " 614 - Personal Service Occupations
" " 616 - Apparel and Furnishings Service Occupations
" " 619 - Other Service Occupations

MAJOR GROUP 71 - Farming, Horticultural and Animal-Husbandry Occupations

Minor Group 711 - Farmers
" " 713 - Farm Management Occupations
" " 718 - Other Farming, Horticultural and Animal-Husbandry Occupations
" " 719 - Other Farming, Horticultural and Animal-Husbandry Occupations

MAJOR GROUP 73 - Fishing, Hunting, Trapping and Related Occupations

Minor Group 731 - Fishing, Hunting, Trapping and Related Occupations

MAJOR GROUP 75 - Forestry and Logging Occupations

Minor Group 751 - Forestry and Logging Occupations

MAJOR GROUP 77 - Mining & Quarrying Including Oil & Gas Field Occupations

Minor Group 771 - Mining & Quarrying Including Oil and Gas Field Occupations

MAJOR GROUP 81/82 - Processing Occupations

Minor Group 811 - Mineral Ore Treating Occupations
" " 813 - Metal Processing and Related Occupations
" " 814 - Metal Processing and Related Occupations
" " 815 - Clay, Glass and Stone Processing, Forming and Related Occupations
" " 816 - Chemicals, Petroleum, Rubber, Plastic and Related Materials Processing Occupations (also 817)
" " 821 - Food, Beverage and Related Processing Occupations (also 822)
" " 823 - Wood Processing Occupations, except Paper Pulp
" " 825 - Pulp and Papermaking and Related Occupations
" " 826 - Textile Processing Occupations (also 827)
" " 829 - Other Processing Occupations

MAJOR GROUP 83 - Machining and Related Occupations

Minor Group 831 - Metal Machining Occupations
" " 833 - Metal Shaping & Forming Occupations, Except Machining
" " 835 - Wood Machining Occupations
" " 837 - Clay, Glass, Stone & Related Materials Machining Occupations
" " 839 - Other Machining and Related Occupations

MAJOR GROUP 85 - Product Fabricating, Assembling & Repairing Occupations

Minor Group 851 - Fabricating & Assembling Occupations, Metal Product, N.E.C.
" " 852 - Fabricating & Assembling Occupations
" " 853 - Fabricating, Assembling, Installing and Repairing Occupations: Electrical, Electronic and Related Equipment
" " 854 - Fabricating, Assembling and Repairing Occupations: Wood Products
" " 855 - Fabricating, Assembling and Repairing Occupations: Textile, Fur and Leather Products (also 856)
" " 857 - Fabricating, Assembling and Repairing Occupations: Rubber, Plastic and Related Products
" " 858 - Mechanics and Repairmen, N.E.C.
" " 859 - Other Product Fabricating, Assembling and Repairing Occupations

MAJOR GROUP 87 - Construction Trades Occupations

Minor Group 871 - Excavating, Grading Paving & Related Occupations
" " 873 - Electrical Power, Lighting and Wire Communications Equipment Erecting, Installing & Repairing Occupations
" " 878 - Other Construction Trades Occupations (also 879)

MAJOR GROUP 91 - Transport Equipment Operating Occupations

Minor Group 911 - Air Transport Operating Occupations
" " 913 - Railway Transport Operating Occupations
" " 915 - Water Transport Operating Occupations
" " 917 - Motor Transport Operating Occupations
" " 919 - Other Transport & Related Equipment Operating Occupations

MAJOR GROUP 93 - Material-Handling and Related Occupations, N.E.C.

Minor Group 931 - Material-Handling and Related Occupations, N.E.C.

MAJOR GROUP 95 - Other Crafts & Equipment Operating Occupations

Minor Group 951 - Printing and Related Occupations
" " 953 - Stationary Engine & Utilities Equipment Operating and Related Occupations
" " 955 - Electronic and Related Communications Equipment Operating Occupations, N.E.C.
" " 959 - Other Crafts and Equipment Operating Occupations, N.E.C.
" " 991 - Occupations not elsewhere classified

APPENDIX/E
Response by Questionnaire Type

	N	%
A-Long	241	13.5
B-Long	151	8.4
C-Long	494	27.6
A-Short	366	20.5
B-Short	143	8.0
C-Short	394	22.0
TOTAL	1789	100.0

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE FI

COMPLETED HIGH SCHOOL YEARS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
One	0.6	0.0	0.0	0.0	0.0	0.0
Two	0.0	2.1	3.3	3.8	0.6	0.9
Three	2.9	6.3	8.8	9.6	1.1	2.6
Four	32.6	22.9	86.8	84.6	45.4	61.5
Five	64.0	68.8	1.1	1.9	52.9	35.0
TOTAL N =	172	48	91	52	359	117

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F2

DIPLOMA, CERTIFICATE EXPECTED OR OBTAINED/ LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year of less %	Full Year %	2/3 Year or less %
Honour Graduation Diploma	60.4	56.1	1.4	5.1	42.5	29.2
Graduation Diploma	39.6	41.5	97.3	89.7	55.9	69.8
Certificate of Standing	0.0	2.4	0.0	0.0	0.3	0.0
Certificate of Training	0.0	0.0	0.0	0.0	1.0	0.0
Statement of Standing	0.0	0.0	1.4	5.1	0.3	0.9
TOTAL N =	164	41	74	106	315	3

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F3

WHAT RESPONDENT DID/WILL DO AFTER SECONDARY SCHOOL/LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Further Education	55.8	45.7	26.1	23.1	37.6	36.4
Look for Job	18.0	15.2	45.7	51.9	23.4	30.6
Combination of Above	20.3	19.6	9.8	17.3	29.5	26.4
Other	4.7	13.0	18.5	7.7	5.0	1.7
Don't Know	1.2	6.5	0.0	0.0	4.5	5.0
TOTAL N =	172	46	92	52	359	121

TABLE F4

HAS RESPONDENT DECIDED ON JOB AFTER SECONDARY SCHOOL/LENGTH OF COURSE

	A		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
No	60.0	63.2	65.3	53.3
Yes	40.0	36.8	34.7	46.7
TOTAL N =	70	19	213	75

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F5

RESPONDENT HAS FOUND JOB / LENGTH OF COURSE

	B	
	Full Year %	2/3 Year or less %
No	10.9	2.5
Yes	89.1	97.5
TOTAL N =	64	40

TABLE F6

PERMANENT OR TEMPORARY JOB / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Permanent	35.7	46.7	24.1	22.9	39.3	45.3
Temporary	64.3	53.3	75.9	77.1	60.7	54.7
TOTAL N =	56	15	54	35	135	53

TABLE F7

JOB WELL SUITED TO RESPONDENT / LENGTH OF COURSE

	B	
	Full Year %	2/3 Year or less %
Yes	48.6	34.8
No	34.3	43.5
Not Sure	17.1	21.7
TOTAL N =	35	23

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F8

TYPE OF JOB RESPONDENT HAS OR WILL LOOK FOR / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Managerial, Administrative	0.0	16.7	1.9	5.4	1.3	[illegible]1.1
Natural Science, Engineering, Mathematics	0.0	0.0	0.0	2.7	1.3	0.0
Social Science	2.9	0.0	0.0	0.0	6.6	0.0
Teaching	0.0	0.0	3.7	0.0	3.9	0.0
Medicine, Health	8.6	0.0	1.9	2.7	7.9	2.8
Artistic	8.6	0.0	1.9	0.0	11.8	2.8
Sports, Recreation	2.9	0.0	0.0	0.0	2.6	2.8
Clerical	34.3	33.3	55.6	32.4	32.9	22.2
Sales	11.4	0.0	7.4	8.1	2.6	13.9
Service	14.3	33.3	14.8	8.1	9.2	13.9
Farming	0.0	0.0	1.9	2.7	1.3	2.8
Forestry	0.0	0.0	0.0	0.0	2.6	0.0
Mining	0.0	0.0	1.9	0.0	0.0	0.0
Processing	0.0	0.0	1.9	2.7	1.3	0.0
Machining	0.0	0.0	0.0	2.7	1.3	5.6
Assembling	8.6	16.7	5.6	18.9	6.6	2.8
Construction	0.0	0.0	0.0	5.4	3.9	5.6
Transport	5.7	0.0	0.0	8.1	2.6	5.6
Material-Handling	0.0	0.0	1.9	0.0	0.0	0.0
Other Crafts	2.9	0.0	0.0	0.0	0.0	8.3
TOTAL N =	35	6	54	37	76	36

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F9

PRESTIGE RANK OF JOB RESPONDENT HAS OR WILL HAVE / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
1 - 299	17.1	50.0	24.1	34.2	6.7	8.6
300 - 399	20.0	16.7	35.2	34.2	16.0	20.0
400 - 499	31.4	16.7	35.2	18.4	44.0	37.1
500 - 599	31.4	16.7	3.7	5.3	20.0	25.7
600 - 699	0.0	0.0	1.9	7.9	12.0	8.6
700 - 998	0.0	0.0	0.0	0.0	1.3	0.0
TOTAL N =	35	6	54	38	75	35

TABLE F10

POST-SECONDARY SCHOOL RESPONDENT ENTERED, WILL ENTER / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Community College	47.0	20.5	73.2	72.3	38.7	52.0
University	33.8	45.5	5.6	6.4	32.8	29.4
Secondary School	6.0	11.4	0.0	0.0	1.3	0.0
Other	4.0	2.3	9.9	10.6	3.0	4.9
Undecided	9.3	20.5	11.3	10.6	24.2	13.7
TOTAL N =	151	44	71	47	302	102

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F11

DEGREE OR DIPLOMA EXPECTED / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Community College - 1 Year	3.0	0.0	7.1	0.0	2.7	4.8
Community College - 2 Year	21.6	0.0	51.8	45.0	16.0	20.2
Community College - 3 Year	6.7	8.8	5.4	12.5	9.3	10.7
Community College - Other	4.5	0.0	8.9	5.0	2.2	1.2
Community College - Undecided	13.4	14.7	19.6	17.5	21.3	23.8
University - Undergraduate Degree	25.4	35.3	3.6	5.0	20.4	11.9
University - Graduate Degree	3.0	5.9	1.8	2.5	3.1	4.8
University - Undecided	15.7	23.5	1.8	0.0	18.2	17.9
Other Post-Secondary Institution	1.5	0.0	0.0	7.5	0.9	0.0
Secondary School	5.2	11.8	0.0	5.0	5.8	4.8
TOTAL N =	134	34	56	40	225	84

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F12

RESPONDENT HAS DECIDED ON JOB AFTER POST-SECONDARY EDUCATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
No	49.0	75.6	32.2	44.2	63.0	51.0
Yes	51.0	24.4	67.7	55.8	37.0	49.0
TOTAL N =	143	41	65	43	284	98

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F13

TYPE OF JOB RESPONDENT WILL LOOK FOR AFTER POST-SECONDARY EDUCATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Managerial, Administrative	5.3	23.1	4.8	18.2	1.8	8.3
Natural Science, Engineering, Mathematics	1.3	7.7	0.0	9.1	6.1	8.3
Social Science	10.7	15.4	4.8	4.5	11.4	2.1
Teaching	13.3	7.7	21.4	0.0	11.4	8.3
Medicine, Health	22.7	7.7	26.2	9.1	20.2	12.5
Artistic	6.7	7.7	2.4	9.1	6.1	12.5
Sports, Recreation	4.0	0.0	0.0	0.0	3.5	0.0
Clerical	13.3	7.7	31.0	18.2	9.6	6.3
Sales	1.3	0.0	2.4	4.5	0.9	6.3
Service	16.0	23.1	2.4	4.5	13.2	22.9
Forestry	0.0	0.0	0.0	0.0	3.5	0.0
Processing	0.0	0.0	0.0	0.0	0.9	0.0
Machining	1.3	0.0	0.0	9.1	0.9	2.1
Assembling	2.7	0.0	2.4	9.1	3.5	0.0
Construction	1.3	0.0	2.4	0.0	0.9	0.0
Transport	0.0	0.0	0.0	4.5	4.4	6.3
Other Crafts	0.0	0.0	0.0	0.0	1.8	4.2
TOTAL N =	75	13	42	22	114	48

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F14

PRESTIGE RANK OF JOB RESPONDENT WILL SEEK AFTER POST-SECONDARY EDUCATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
1 - 299	1.3	7.7	0.0	4.3	3.5	0.0
300 - 399	10.7	7.7	7.1	8.7	7.1	8.3
400 - 499	18.7	15.4	35.7	21.7	17.7	16.7
500 - 599	34.7	30.8	35.7	34.8	29.2	37.5
600 - 699	22.7	30.8	21.4	26.1	32.7	29.2
700 - 998	12.0	7.7	0.0	4.3	9.7	8.3
TOTAL N =	75	13	42	23	113	48

TABLE F15

POST-SECONDARY PROGRAM SUITED TO RESPONDENT / LENGTH OF COURSE

	Full Year %	2/3 Year or less %
Yes	71.7	71.4
No	10.5	14.3
Not Sure	18.4	14.3
TOTAL N =	38	21

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F16

WHAT RESPONDENT WILL DO AT AGE 35 / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Full-time Job	46.7	55.6	34.8	42.0	53.3	48.7
Part-time Job	1.8	0.0	7.9	10.0	0.0	0.0
Housewife/Husband	9.1	4.4	3.4	4.0	8.2	9.6
Combination Work/ Home	23.6	4.4	19.1	8.0	13.3	13.0
General Response	3.6	6.7	11.2	12.0	6.1	17.4
Frivolous Response	1.2	0.0	0.0	0.0	4.2	0.0
Undecided	13.9	23.9	23.6	24.0	14.8	11.3
TOTAL N =	165	45	89	50	330	115

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F17

JOB RESPONDENT WILL HAVE AT AGE 35 / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Managerial, Administrative	12.5	8.3	8.9	18.5	4.6	11.5
Natural Science, Engineering, Mathematics	3.4	4.2	4.4	3.7	5.2	3.8
Social Science	9.1	25.0	8.9	7.4	14.9	9.6
Religion	1.1	0.0	0.0	0.0	0.0	0.0
Teaching	13.6	8.3	13.3	0.0	11.5	9.6
Medicine, Health	26.1	16.7	17.8	7.4	10.9	9.6
Artistic	4.5	0.0	6.7	7.4	10.3	3.8
Sports, Recreation	4.5	4.2	4.4	0.0	4.6	1.9
Clerical	9.1	8.3	17.8	0.0	10.3	0.0
Sales	1.1	0.0	8.9	7.4	4.6	1.9
Service	10.2	16.7	2.2	18.5	9.2	23.1
Farming	0.0	0.0	0.0	3.7	4.0	5.8
Forestry	0.0	0.0	0.0	0.0	2.3	0.0
Machining	0.0	0.0	0.0	7.4	0.6	3.8
Assembling	3.4	8.3	0.0	11.1	1.7	5.8
Construction	1.1	0.0	2.2	7.4	1.1	0.0
Transport	0.0	0.0	2.2	0.0	2.9	3.8
Other Crafts	0.0	0.0	2.2	0.0	1.1	5.8
TOTAL N =	88	24	45	27	174	52

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F18

PRESTIGE RANK OF JOB RESPONDENT WILL HAVE AT AGE 35 / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
1 - 299	1.1	0.0	0.0	3.6	4.0	1.9
300 - 399	8.0	0.0	6.7	7.1	4.0	7.4
400 - 499	15.9	29.2	24.4	28.6	21.4	18.5
500 - 599	27.3	25.0	40.0	39.3	31.8	35.2
600 - 699	29.5	33.3	26.7	17.9	28.9	24.1
700 - 998	18.2	12.5	2.2	3.6	9.8	13.0
TOTAL N =	88	24	45	28	173	54

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F19

FIRST MOST IMPORTANT INFLUENCE RE FUTURE PLANS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Parents, Relatives	38.8	39.6	30.7	17.3	39.1	32.8
Own Friends	6.5	10.4	10.2	9.6	10.2	10.1
Family Friends	4.7	2.1	2.3	3.8	4.5	3.4
Counsellors	4.1	2.1	6.8	3.8	5.9	2.5
Teachers	2.4	6.3	5.7	9.6	2.3	7.6
Manpower Centres	0.0	0.0	3.4	0.0	0.3	0.0
Previous Jobs	11.2	6.3	10.2	13.5	7.9	8.4
Libraries	0.6	0.0	2.3	0.0	1.1	1.7
Newspapers	1.2	2.1	1.1	0.0	1.4	0.8
SGIS	2.4	4.2	4.5	0.0	2.5	3.4
CDCC	14.7	8.3	10.2	7.7	5.1	1.7
Own Interests	7.6	8.3	10.2	21.2	5.9	9.2
Other	5.3	0.0	1.1	5.8	4.2	6.7
Don't Know	0.6	10.4	1.1	7.7	9.3	11.8
TOTAL N =	170	48	88	52	353	119

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE F20

ENOUGH INFORMATION WAS AVAILABLE / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	52.0	40.4	60.2	71.2	32.9	50.4
No	25.1	34.0	26.9	21.2	38.2	26.1
Not Sure	22.8	25.5	12.9	7.7	29.0	23.5
TOTAL N =	171	47	93	52	359	119

TABLE F21

SUGGESTIONS RE PROVIDING INFORMATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Respondent Satisfied	18.7	19.2	15.2	20.0	16.3	11.1
Personal Visits	10.3	11.5	16.7	6.7	7.3	11.1
More Trips	12.1	7.7	9.1	6.7	8.9	0.0
Better Materials	13.1	23.1	16.7	6.7	23.6	19.4
Better Teaching	7.5	3.8	6.1	10.0	0.8	5.6
Individual Attention	3.7	7.7	7.6	13.3	4.9	0.0
Frivolous Response	0.0	0.0	0.0	0.0	0.0	5.6
More Testing	1.9	0.0	1.5	0.0	1.6	0.0
Information on Education	6.5	0.0	4.5	6.7	1.6	0.0
Class Career Discussions	2.8	7.7	0.0	0.0	1.6	2.8
Practical Work	5.6	3.8	0.0	3.3	2.4	0.0
Other	17.8	15.4	22.7	26.7	30.9	44.4
TOTAL N =	107	26	66	30	123	36

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F22

YEAR RESPONDENT TOOK CDCC / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Year 1	1.2	16.7	3.2	1.9	0.0	6.1
Year 2	8.8	41.7	5.4	3.8	0.0	6.1
Year 3	65.3	31.3	19.4	17.3	0.0	54.5
Year 4	24.1	10.4	72.0	75.0	100.0	30.3
Year 5	0.6	0.0	0.0	1.9	0.0	3.0
TOTAL N =	170	48	93	52	1	33

TABLE F23

WHY RESPONDENT TOOK CDCC / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Don't Know	1.2	2.1	5.6	4.1	3.5	4.3
To Get Credit	11.4	12.8	14.6	14.3	9.9	17.4
No Choice	3.0	4.3	1.1	2.0	2.0	1.7
For Job Information	33.1	38.3	25.8	32.7	34.6	32.2
Job Hunting	1.8	0.0	2.2	2.0	0.9	0.0
For Educational Information	3.0	2.1	1.1	0.0	1.7	3.5
Decision-Making	15.1	4.3	15.7	12.2	16.0	16.5
Self-Awareness	7.2	12.8	12.4	8.2	11.9	5.2
To Examine Values	3.6	2.1	0.0	0.0	2.9	0.9
Life Decision	6.0	4.3	6.7	12.2	5.5	3.5
Frivolous Response	0.0	2.1	1.1	2.0	0.9	0.9
Other	14.5	14.9	13.5	10.2	10.2	13.9
TOTAL N =	166	47	89	49	344	115

KEY

A = CDCC last year; in school this year

B = CDCC last year; in school this year

C = CDCC this year

TABLE F24

COURSE HELPS TO PLAN LIFE / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	59.9	58.3	54.9	49.0	75.4	44.4
Disagree	40.1	41.7	45.1	51.0	24.6	55.6
TOTAL N =	167	48	91	49	357	117

TABLE F25

COURSE EXAMINES VALUES / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	72.5	78.7	73.9	70.6	82.9	60.5
Disagree	27.5	21.3	26.1	29.4	17.1	39.5
TOTAL N =	171	47	92	51	362	119

KEY

A = CDCC last year; in school this year
B = CDCC last year; out of school this year
C = CDCC this year

TABLE F26

COURSE IMPROVES DECISION-MAKING SKILLS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	58.7	61.7	62.0	51.0	73.9	63.0
Disagree	41.3	38.3	38.0	49.0	26.1	37.0
TOTAL N =	172	47	92	51	360	119

TABLE F27

COURSE INFORMATIVE RE EDUCATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	84.2	78.7	81.5	74.5	86.3	82.4
Disagree	15.8	21.3	18.5	25.5	13.7	17.6
TOTAL N =	171	47	92	51	358	119

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F28

COURSE INFORMATIVE RE OCCUPATIONS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	81.8	78.7	78.0	72.5	84.2	74.8
Disagree	18.2	21.3	22.0	27.5	15.8	25.2
TOTAL N =	170	47	91	51	360	119

TABLE F29

COURSE INFORMATIVE RE JOB QUALIFICATIONS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	76.0	72.3	79.3	75.0	81.3	72.9
Disagree	24.0	27.7	20.7	25.0	18.7	27.1
TOTAL N =	171	47	92	52	358	118

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F30

COURSE EXAMINES NEW ATTITUDES / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	67.3	76.1	70.0	51.0	75.6	59.7
Disagree	32.7	23.9	30.0	49.0	24.4	40.3
TOTAL N =	171	46	90	51	361	119

TABLE F31

COURSE HELPS RESPONDENT TO CONTROL FUTURE / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Agree	56.7	48.9	53.8	49.0	72.7	51.3
Disagree	43.3	51.1	46.2	51.0	27.3	48.7
TOTAL N =	171	47	91	51	359	117

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F32

COURSE AFFECTS YEARS OF SCHOOL COMPLETED / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	26.2	19.6	27.9	15.7	22.2	17.6
No	62.5	63.0	66.3	76.5	43.5	65.5
Don't Know	11.3	17.4	5.8	7.8	34.4	16.8
TOTAL N =	168	46	86	51	352	119

TABLE F33

COURSE AFFECTS TYPE OF JOB SOUGHT / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	45.8	44.4	46.6	37.3	52.5	40.3
No	45.2	40.0	46.6	60.8	22.9	47.1
Don't Know	8.9	15.6	6.8	2.0	24.6	12.6
TOTAL N =	168	45	88	51	358	119

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F34

COURSE INFLUENCES LONG-TERM GOALS / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	53.8	50.0	52.3	39.2	52.8	41.7
No	35.5	39.1	37.2	49.0	21.3	35.8
Don't Know	10.7	10.9	10.5	11.8	25.8	22.5
TOTAL N =	169	46	86	51	356	120

TABLE F35

COURSE AFFECTS DECISION TO CONTINUE EDUCATION / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	53.0	43.5	58.0	54.9	46.5	52.1
No	41.1	47.8	37.5	37.3	34.5	40.3
Don't Know	6.0	8.7	4.5	7.8	19.0	7.6
TOTAL N =	168	46	88	51	357	119

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

TABLE F36

COURSE AFFECTS INSTITUTION CHOSEN / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	51.6	45.2	55.6	54.5	47.6	42.4
No	41.9	40.5	36.5	38.6	18.6	36.4
Don't Know	6.5	14.3	7.9	6.8	33.8	21.2
TOTAL N =	155	42	63	44	290	99

TABLE F37

COURSE AFFECTS TYPE OF DEGREE WANTED / LENGTH OF COURSE

	A		B		C	
	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %	Full Year %	2/3 Year or less %
Yes	35.5	33.3	35.0	31.1	46.7	31.0
No	47.7	42.9	46.7	57.8	23.1	43.4
Don't Know	16.8	23.8	18.3	11.1	30.2	25.7
TOTAL N =	155	42	60	45	338	113

KEY

A = CDCC last year; in school this year

B = CDCC last year; out of school this year

C = CDCC this year

References

Breton, R. *Social and Academic Factors in the Career Decisions of Canadian Youth*. Department of Manpower and Immigration. Ottawa: Queen's Printer, 1967.

Department of Manpower and Immigration. *Canadian Classification and Dictionary of Occupations 1971*. Ottawa: Information Canada, 1971.

Harvey, E. B.; Masemann, V. L.; and Kazanjian, A. *An Evaluation of the Student Guidance Information Service*. Department of Sociology in Education, Ontario Institute for Studies in Education for the Ministry of Education, Ontario. (Mimeographed.)

Pineo, P. C., and Porter, J. "Occupational Prestige in Canada." *Canadian Review of Sociology and Anthropology*, vol. 4, no. 1, 1967.